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News Summary

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Scientists are showing how truth and beauty overlap by using images of the body's inner chambers and the galaxy's farthest reaches: Page A4.

A growing number of literary critics and scientists say the practices and results of science are affected by cultural forces: Page A5.

Temple U. is coping with the aftermath of its bitter strike, which some say has fragmented campus relationships: Page A13.

The winners in the deficit-reduction plan adopted by Congress include medical schools and college art museums: Page A18.

The new plan probably means tight budgets for federal student-aid and research programs: Page A18.

Arts advocates were pleased that the N.E.A. was reauthorized without content restrictions: Page A19.

A Rhode Island program offers third graders tutors and a tuition-free postsecondary education if they stay in school and avoid drugs: Page A19.

Colleges face many difficulties when dealing with athletes who commit crimes: Page A35.

Ten months after the ouster of Gen. Manuel Antonio Noriega, the battle for control of the U. of Panama is just getting under way: Page A37.

Europe's academic leaders say a decade-long expansion of university-industry cooperation is likely to continue: Page A37.

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Farm Bill Directs Agriculture Dept. to Alter Use of Funds

Competitive-grants program angers many college officials

By SCOTT JASCHIK

WASHINGTON

Congress has directed the Agriculture Department to revamp the way federal dollars are used for agriculture research.

Among the changes:

- More emphasis will be placed on environmental issues.
- More research money will be awarded through competitions.
- Colleges receiving agriculture-research funds must set up guidelines to prevent conflicts of interest by faculty members.
- The practice of earmarking money for facilities in some agriculture-research programs will be limited.

Some of the changes, such as the environmental focus, are popular with scholars at land-grant universities who receive millions of dollars in federal support each year. But other changes have prompted anger. Many university officials, for example, say the terms under which the competitive-grants program was set up may insure its failure.

The changes are contained in a mammoth piece of legislation that sets spending limits and regulations for the nation's agriculture programs. Congress passed the bill last month, and President Bush has said he will sign it.

The legislation, known as the farm bill, is rewritten every five years. The process is always contentious because farm-state lawmakers try to craft the bill to promote their own states' crops.

The final legislation reflects that proc-

Continued on Page A24

College Board to Revise Entrance Exam; Says New Version Will Be More Useful

Changes will take effect in 1994; testing critics are not satisfied

By JEAN EVANGELAUF

BOSTON

The College Board announced last week that it would revise the Scholastic Aptitude Test in ways that it said would make the examination more useful to students, schools, and colleges.

In a decision that drew both criticism and praise, the board said that, beginning in 1994, the S.A.T. would place more emphasis on critical reading skills and include some mathematics questions that would require test takers to calculate and write in answers, rather than to select the correct responses from among multiple choices. In addition, test takers would be permitted to use calculators.

The board will also overhaul its Achievement Test program, adding tests in new subjects and revising the contents and format of current tests. Among the new tests will be a one-hour writing examination that will include a 20-minute essay question. The hour-long achievement tests are optional and cover 15 subjects; last year 200,000 students took one or more of them. Achievement-test takers typically earn high S.A.T. scores and apply to

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HIGHLIGHTS OF THE REVISED S.A.T.

Verbal Section

- Critical reading and reasoning will be emphasized.
- Reading passages will be longer than in present exam.

Mathematics Section

- 20 per cent of the questions will require students to write answers instead of selecting from multiple-choice alternatives, as at present.
- Use of calculators will be permitted.
- Emphasis on data interpretation and applied mathematics will be increased.

U.S. Judge Reverses Order to Reorganize La. Higher Education

A federal judge last week threw out rulings he handed down in 1989 that would have required a major reorganization of higher education in Louisiana.

Federal District Judge Charles Schwartz, Jr., said that a September appeals-court ruling in a Mississippi desegregation case had changed the legal standards for proving the existence of illegal segregation in higher education. Under the new standards, with which he said he disagreed, Judge Schwartz said he had no choice but to reverse his earlier finding that Louisiana was operating a segregated system.

In the earlier finding, Judge Schwartz ordered that the state's three higher-education systems be merged and that admissions standards be imposed at some institutions. The orders, which had been on hold pending appeals, sharply divided Louisiana educators and politicians. It was unclear last week what would happen to

Continued on Page A20

College Pension Market Enters an Era of Tough Competition and Close Scrutiny

By CAROLYN J. MOONEY

The college pension market is entering a new era of unprecedented competition.

Higher education's largest pension companies and many others seeking a piece of the retirement-fund market can expect to face close scrutiny and sharp questions about their investment policies and long-term performance—especially as the economy worsens.

Colleges "will be under great pressure to point out the performance of funds," said Louis R. Morrell, Radcliffe College's financial vice-president and treasurer. "The more information people have, the better."

The new climate has been dramatized in recent weeks by an angry debate between a reporter for a financial weekly and the two largest pension companies—the Teachers Insurance and Annuity Association and the College Retirement Equities Fund.

The $84-billion companies found themselves on the defensive after *Barron's*, a weekly financial paper, published an article highly critical of them. Called "Still in an Ivory Tower," it questioned whether TIAA-CREF's investment strategies—which reaped strong results in the bull market of the past decade—would be as effective now that the economy is taking a downturn and the college pension market is opening up to competitors.

The author, Maggie Mahar, also sharply criticized TIAA-CREF officials for refusing to speak to her because she had written a critical article about the companies in 1987.

Only days after it was published, the latest article prompted a heated exchange between Ms. Mahar and a TIAA-CREF official at a Boston conference on pension issues. At the conference, sponsored by the New England Board of Higher Education, Ms. Mahar, a speaker, repeated the concerns she had cited in her article. Thomas W. Jones, TIAA-CREF's chief financial officer, rose from the audience to deliver an unexpected—and, some observers said, angry—rebuttal.

'Antagonistic and Sneering Tone'

In a letter to *Barron's*, TIAA-CREF later accused the reporter of writing with an "inexplicable bias" and a "pervasive antagonistic and sneering tone." Mr. Jones said in an interview that *Barron's* had acted irresponsibly by raising doubts about

Continued on Page A15

U.S. Universities Forge New Links to Europe

Officials of American universities are looking to Europe to find markets for commercial products arising from their research: Page A29.

MARGINALIA

From *The Advisor*, a publication of the National Association of Advisors for the Health Professions:

"Effective January 1, 1986, the Higher Education Amendments of 1986 redefined an independent student as an individual at least 254 years old by December 31 of the award year or a graduate / professional student who would not be claimed as an income tax exemption by his / her parents. . . ."

Poor Mom and Dad are too *tired* to claim him / her as an income-tax exemption.

■

Student's evaluation of a faculty member at Pacific Lutheran University:

"Professor Smith's presentation of the subject was exspiring. I learned some things that I didn't know."

What more can one ask?

■

The first of the fall 1990 "Minimum Academic Admissions Standards for Developmental Studies and Freshman Classes" at the University System of Georgia is:

"Virtually all high school graduates will be omitted to an institution somewhere in the System."

It's a start, anyway.

■

A letter to a student in the women's honors program at Gordon College sends much the same message:

"This is to inform you that you have been excepted for resident living in Stafford House."

■

Memorandum to people living in a residence hall at the University of Rochester:

". . . University Facilities will be undertaking a Space and Utility Study in Wilmot.

"The study will cause little disruption to room occupants. The surveyors will simply measure the room, count light fixtures, smoke heads, and take nameplate information off electrical equipment."

Sounds pretty disruptive to *us*.

■

From the University of Virginia's *Graduate Record* for 1990-91:

"In creating an academical village, Jefferson brought scholars who had distinguished reputations and were willing to lie among their students—an unusual, but from Jefferson's point of view, essential combination."

Unusual isn't the half of it.

■

Ad for Texas Christian University in an unidentified newspaper (not us):

"Trombone & Euphonium, Part-time, 1 year. Non Tenor Track."

Baritones accepted? —C.G.

In Brief

750 Laboratory Animals Released at SUNY

BUFFALO, N.Y.—Intruders released about 750 laboratory animals from their cages at the medical school of the State University of New York at Buffalo, seriously disrupting two research projects.

Among the animals set free were 620 mice, 89 rats, 35 hamsters, 5 chickens, and a quail. The animals were in cages in sealed rooms at the medical school's animal facility. The intruders opened the doors to the cages, which enabled the animals to crawl out but not to escape from the rooms. The intruders also destroyed a freezer and broke into storage cabinets.

The university's public-safety department said an unknown caller had contacted the campus last week to claim responsibility for the break-in on behalf of an animal-rights group calling itself "Animals Now."

"We don't know for sure it was animal-rights people," said Linda Grace-Kobas, a spokeswoman for the university. "It could have been just pranksters. We did get the one phone call but we have no way of verifying it. We're continuing to investigate."

University officials said the two projects most disrupted by the incident involve studies in transplantation immunology and research on a vaccine for schistosomiasis, a parasitic disease.

Strike at U. of Bridgeport Is Ruled a Lockout

BRIDGEPORT, CONN.—A labor dispute that has kept as many as 75 faculty members on the picket line at the University of Bridgeport is a lockout rather than a strike, state labor officials have ruled.

The ruling, by the Employment Security Division of the Connecticut Department of Labor, made the striking professors eligible for unemployment compensation beginning in the week of September 22. The job action by the professors, represented in collective bargaining by the Bridgeport chapter of the American Association of University Professors, began September 1.

Under Connecticut law, striking employees who offer to return to work under the terms of an expired collective-bargaining agreement pending negotiation of a new contract are eligible for unemployment compensation if their employers do not allow them to return.

According to the labor board's decision, the university rejected the faculty union's offer to return to work under the terms of its contract before the university cut wages and benefits.

The ruling is expected to cost the university some $17,000 a week in unemployment-compensation payments.

Stanford Band Sidelined for 'Insensitivity'

STANFORD, CAL.

An appearance by the Stanford University band at a football game last weekend was canceled following a half-time routine the week before in which the band lampooned the spotted-owl controversy in the Northwest. The incident occurred at the University of Oregon.

'Booed off the Field'

The band, officially named the Incomparable Leland Stanford Junior University Marching Band, was "suspended" for at least one game for displaying "an insensitivity and disrespect to the Oregon community," said Alan Cummings, acting director of athletics at Stanford.

Mr. Cummings said the band had been "booed off the field."

"The Department of Athletics will not be embarrassed again by the band," he said.

Mr. Cummings said the band had been told it would not be allowed to perform at last weekend's game against Washington State University at Stanford Stadium. He said the band could be reinstated and allowed to perform at the university's last two games of the football season if it submits "an agreeable show format" to be approved in advance by the athletics department.

In a statement, the band said the suspension was "unreasonable, unjust, and undeserved."

The band's statement said that the Oregon crowd had been "booing and shouting obscenities" at the band from the time it entered the stadium and "probably would have booed our half-time show regardless of its focus." —JACK McCURDY

CHRIS PIETSCH, EUGENE REGISTER-GUARD

Members of the Stanford University band during their controversial half-time show at the University of Oregon.

Claremont Group Protests Production of 'Mikado'

CLAREMONT, CAL.—A group of faculty members and administrators at the Claremont Colleges last week protested a scheduled performance of Gilbert and Sullivan's *The Mikado*, which they said promotes "pernicious, racist, and sexist stereotypes" of Asians.

In doing so, the opera commits "psychological violence," the group said in a letter to the presidents and deans of the Claremont Colleges, a consortium of six independent private institutions.

The production is particularly appalling "in an historical moment when Japan-bashing and anti-Asian violence are on the rise," the letter said.

The group planned a rally and teach-in outside Bridges Auditorium, where the opera was scheduled to be performed last weekend by a national touring company.

"Our consciousness certainly has been raised . . . as we plan future seasons of theatrical events," said Eleanor Montague, acting director of the auditorium. However, she said the performance of *The Mikado* would be held as scheduled.

Vice-President Resigns Amid Allegations

ELON COLLEGE, N.C. — Elon College has decided not to press charges against a former vice-president for administrative services who resigned amid allegations that he had embezzled nearly $100,000 from the college.

Robert E. Poindexter, who had been vice-president since 1986,

Librarians in California Weigh Mandatory Bibliographic Instruction

By JUDITH AXLER TURNER

College and university librarians in California say mandatory bibliographic instruction could offset some of the effects of a tax-limiting measure adopted in the state in 1978. But the librarians doubt the state can afford it.

Known as Proposition 13, the 1978 measure and its repercussions led school districts to cut back on all non-essential services. School libraries were often deemed non-essential.

Now, however, 90 per cent of the California students in the state-university system "have no library skills," says Michael J. Perkins, business-reference librarian at San Diego State University.

Linda J. Goff, a library-instruction librarian at California State University at Sacramento, says that when she mentions a standard reference source like the *Reader's Guide to Periodical Literature* to a student, "there is no recognition factor at all."

No Time for Analysis

University librarians are trying to take up the slack and provide bibliographic instruction as students come in for assistance, "but when we must spend the majority of our time on the card catalog and periodical indexes, there is not much time left for analysis and explanation of the unique information patterns of the various disciplines represented at a major university," Mr. Perkins says.

Mr. Perkins and Ms. Goff are involved with a committee of the California Library Association that is looking at solutions to the problem—solutions ranging from supporting larger budgets for elementary-school and high-school libraries to mandating bibliographic-instruction courses in colleges and universities.

"I see students entering the California State University system without even the most basic library skills," Mr. Perkins says. "Entering freshmen cannot read and interpret a simple bibliographic citation. Card catalogs—not to mention on-line catalogs—and periodical indexes baffle and confuse them. And the concept of an organized, systematic approach to information gathering is totally foreign."

According to Mr. Perkins, only 43 per cent of California's public grade schools have a room or other area designated as a library; only 32 per cent of California school libraries are staffed, even part time, by a certified librarian; and fewer than 2 per cent of the school libraries have a phone line that might be used for on-line searching or interlibrary loan requests.

A proposal by the committee to require bibliographic instruction will be discussed this week at the annual meeting of the California Library Association, but Ms. Goff does not believe it will win acceptance. "Anything that has cost involved is looked on with great trepidation in California," she says. ■

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resigned after the college hired independent auditors to investigate the allegations.

Local papers reported that about $100,000 in construction work on Mr. Poindexter's home had allegedly been billed to the college. According to the reports, the work was performed by a company that was renovating the home of the college president at the same time.

Elon officials would not confirm or deny the allegations.

The Board of Trustees voted unanimously to accept Mr. Poindexter's resignation rather than seek prosecution regarding the "financial irregularities," according to a statement released by the college.

In an interview, a college spokeswoman said the trustees—in a closed session with lawyers—had decided it was "in the best interest of Elon College not to pursue the matter further."

Riot Ruins Homecoming at South Dakota State

BROOKINGS, S.D. — A homecoming celebration at South Dakota State University turned into a mêlée when nearly 1,000 people, including many students, roamed city streets setting bonfires, turning over a car, and throwing rocks and bottles at police and fire fighters.

Two people were injured and state, city, and campus police made more than 50 arrests over the weekend.

A spokesman for the university said most of the arrests were for underage consumption of alcohol, but he said 10 people had been charged with felonies that included grand theft, aggravated assault, inciting to riot, and damage to property.

University officials estimated damage to the campus at $30,000. They said the university had set up two panels to investigate the incident.

Corrections

■ Because of incorrect information supplied to the Center for Higher Education at Illinois State University by Arizona officials, the percentage increases in state appropriations from the 1989 fiscal year to the 1991 fiscal year for colleges and universities in the state were listed incorrectly in the October 24 issue of *The Chronicle*. The two-year percentage increase for the University of Arizona was 9.4 per cent; for Arizona State University, 19.7 per cent; for Northern Arizona University, 15.4 per cent; and for community colleges, 12.9 per cent. Total state spending on higher education in Arizona increased 14.1 per cent.

■ A news brief about more than 100 arrests made at two rowdy football parties (*The Chronicle*, October 24) incorrectly stated that students from four universities who were arrested would not face disciplinary action. Central Michigan University will hold disciplinary hearings for 17 of its students who were arrested.

PORTRAIT

An Education Professor Tries to Put His 'Fantasy School' Into Effect

By BEVERLY T. WATKINS

PROVIDENCE, R.I.

When Theodore R. Sizer founded the Coalition of Essential Schools six years ago, he expected a handful of high schools—a dozen at most—to join him in his reform effort. After all, he wasn't providing a model, just offering "a conversation among friends about some important ideas," as he puts it.

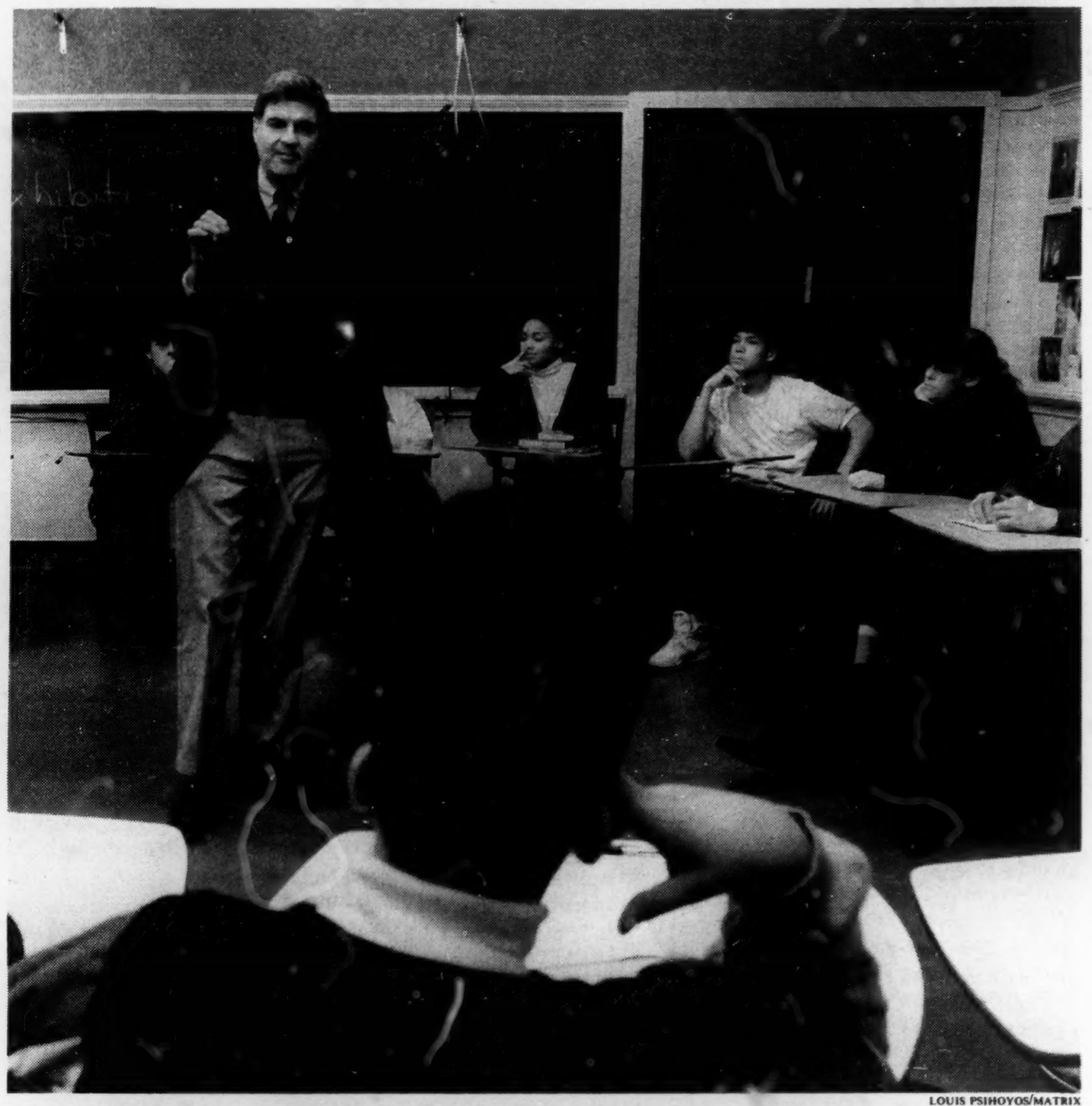
Today, 65 secondary and middle schools have joined his conversation—which challenges the curricula, teaching methods, and structure of established institutions—and have adopted Mr. Sizer's ideas.

Mr. Sizer, a professor of education at Brown University, where the coalition has its headquarters, is still surprised at the success of his venture.

"I thought we'd stop at 12 schools," he says. "Instead, the coalition is like a rapidly growing industry."

Two years ago the Education Commission of the States threw its support behind the group, acknowledging that school reform was impossible without the involvement of governors and state agencies. The organizations are working together now in a project called "Re:Learning," giving the coalition an opportunity to plant its ideas in an additional 60 schools, including some elementary schools.

Last May New York's Citibank showed its approval of Mr. Sizer's educational philosophy by giving the coalition $3-million to develop a roster of experienced principals and schoolteachers from among its members who could help other schools with reform.



LOUIS PSIHOYOS/MATRIX

Theodore R. Sizer: "My feeling about teacher education—from having been a dean of a school of education—is that it is ill suited to the kind of effort we have in mind."

Fewer Subjects, More Depth

In what Mr. Sizer calls his "fantasy school," teachers would teach fewer subjects than they do now, and teach them in greater depth. Students would be active learners—"student as worker," as Mr. Sizer puts it—and teachers would be coaches, not lecturers who deliver information.

In addition, teachers would be responsible for no more than 80 students, rather than 175 or so, a number that Mr. Sizer says is common now. Only after students demonstrated mastery of the knowledge and skills of the school's curriculum would diplomas be awarded.

"Good schools accept the inconvenience that no two kids are alike," says Mr. Sizer, elaborating on his ideal. "Seven kids may get the answer to a problem wrong, but it may be for seven different reasons."

To understand those reasons, "you have to know each student well enough to know why in each case," he says. "Kids learn in different ways. They are interested in different things. So you can't teach in one way."

Mr. Sizer maintains that reducing the total number of subjects that students take in school is critical.

"To get kids in the habit of using their minds means giving them important questions and lots of time to struggle with them," he says. "One issue can't be knocked off in one day—tomorrow you will read the Bill of Rights and Friday there will be a test."

In a coalition school, he says, "you cover a lot less, but you do it thoroughly."

"Less is more."

"This is all common sense," he adds. "It is nothing bizarre. What is bizarre is the way we run schools now."

"To get kids in the habit of using their minds means giving them important questions and lots of time to struggle with them."

The coalition's founder acknowledges that he was marked as an educational reformer in childhood.

"I grew up with parents who preached the word that you should leave the planet a better place than you found it," he says.

9 'Common Principles'

Mr. Sizer traces the roots of his personal reform effort to his college days, when he studied history and education at Harvard University and wrote his doctoral dissertation on "the turn-of-the-century high school."

He became an assistant professor of education at Harvard in 1961 and dean of the Graduate School of Education three years later. In 1972 he "deliberately left" the university to become headmaster of Phillips Academy in Andover, Mass., in part because his children were enrolled there.

Mr. Sizer resigned from the academy in 1981 to run a five-year study of American high schools. In the report of that study, *Horace's Compromise: the Dilemma of the American High School*, he spelled out nine "common principles" to guide school reform. Those principles became the foundation for the coalition.

In 1984, when Brown University expressed interest in the Coalition of Essential Schools, Mr. Sizer joined the faculty as a professor and chairman of the education department.

Mr. Sizer concedes that the kind of institution the coalition envisions now "is not what the public is clamoring for."

"This school involves a fundamental rethinking of the way teachers have taught and the way they should teach," he says.

To take his principles seriously, he says, "involves a major shift in the way teachers think and act."

"This is exceedingly difficult intellectual work," he says.

Today Mr. Sizer confesses to being "impatient" with the pace of educational change in the United States.

He contends that "the toughest obstacle to reform today is public indifference to the need for significant change."

Although many public officials understand how serious the educational situation is and speak out about it, he says, they have no incentive to deal with the issue, because the public does not view it as critical.

'A Striking Lack of Interest'

Institutions of higher education, which might be expected to support educational change, "have not been a major player in 80's school reform," says Mr. Sizer, adding, "They have shown a striking lack of interest in our kind of work."

Mr. Sizer acknowledges that he deliberately excluded schools of education from the coalition's efforts.

"My feeling about teacher education—from having been a dean of a school of education—is that it is ill suited to the kind of effort we have in mind," he says. "Teacher education has too many problems of its own now that get in the way."

Mr. Sizer adds, "We believe that real reform, to be lasting and effective, must be bottom up, driven by those who know the students best—teachers in the classrooms."

Asked to predict the eventual outcome of the coalition's school-reform effort, Mr. Sizer says he is not optimistic.

Although some coalition schools have achieved some success, he says, "history suggests that we will fail."

"There are not enough people who care enough to carry through the painful steps," he says. ■

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News Summary

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The history of the American West is the focus of renewed study as scholars debate how America's favorite story should be told: Page A4.

A panel probing tobacco smoke's effects on the health of nearby nonsmokers includes six scientists who have worked for a tobacco-industry research center: Page A5.

The latest information technology offers enormous possibilities for change in scholarly publishing, a computer coalition says: Page A13.

New limits on payments for the overhead expenses of academic research may be introduced by Washington, colleges fear: Page A19.

If war with Iraq leads to a draft, students would not be eligible for the deferments that were available during the Vietnam War: Page A19.

Questions continue to dog Frostburg State U.'s fund-raising foundation, including an allegation that a bequest was misused: Page A25.

Frustrated by incidents of harassment, more students are seeking a bigger role in programs to discourage prejudice on campuses: Page A27.

Armed with a package of rules changes, the N.C.A.A.'s presidents' commission hopes to change the face of college sports at the annual meeting in January: Page A29.

Academic victims of Gen. Augusto Pinochet are returning to Chile, seeking restitution: Page A33.

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'UNACKNOWLEDGED APPROPRIATION OF WORDS'

Discovery of Early Plagiarism by Martin Luther King Raises Troubling Questions for Scholars and Admirers

By CHRIS RAYMOND

The startling disclosure that the Rev. Martin Luther King, Jr., plagiarized substantial portions of his doctoral dissertation and other student papers has raised troubling questions for the researchers who discovered the plagiarism, for the scholars serving as advisers to the project of editing King's papers, and for a society that has generally revered King's legacy.

Chief among those questions, say sources involved in the case, are:

- Did scholars proceed appropriately, and quickly enough, when they uncovered damaging information about a public figure they admire?
- Is their primary duty to their discipline or to a broader public?
- How will the disclosure affect both scholarship on the civil-rights movement and King's image, already tarnished to some degree by recent publicity about extramarital affairs?

AP/WIDE WORLD

Clayborne Carson, director of the King Papers Project at Stanford U.: "Anyone doing research has to go on faith that it is better to know more than less."

The questions were sparked primarily by a report first published in *The Wall Street Journal*. It said scholars had discovered that King had apparently included, without sufficient attribution, many passages from other authors in his dissertation, which was completed at Boston University in 1955.

At a news conference the next day at Stanford University, Clayborne Carson, a historian who is director of the Martin Luther King, Jr., Papers Project, confirmed that he and others had discovered a consistent pattern of "unacknowledged appropriation of words or ideas" in King's student papers.

Under Mr. Carson's direction, the

Continued on Page A8

Colleges Becoming Havens of 'Political Correctness,' Some Scholars Say

DONA KERCHER

Norman S. Holland, professor of Hispano literatures at Hampshire College: He says he is being forced out because he has been accused of being "Eurocentric."

By SCOTT HELLER

A series of recent academic skirmishes has ignited charges that college campuses are becoming havens of "political correctness" and intellectual intolerance.

- At Hampshire College, a Panamanian-born professor contends he is being dismissed from his job because he does not follow the party line on third-world issues.
- At Duke University, the chairman of the English department suggests that professors allied with an organization that promotes traditional values in the curriculum be excluded from important university committees.
- At the Pennsylvania State University, Muslim students lobby to remove *The Satanic Verses* from a course reading list, because they find it offensive to their religion.
- At Western Ontario University, a professor is confined to lecturing on videotape because his controversial views on race and intelligence might cause violence on the campus.
- At Pomona College, a male philosophy professor fights to have a course critical of feminist theory listed under women's studies.

Scholars are sharply—and predictably—divided about the meaning and importance of such incidents.

Some see them as a form of left-wing McCarthyism and as evidence that the liberal ideal of the university as a place of free inquiry has collapsed.

Others, including activists who were schooled in the 1960's, say that education has always been political and that most of the complaints over "political correctness" come from conservative scholars who have lost power and popularity on their campuses.

A changing of the guard is behind much of the tension: Women and members of

Continued on Page A14

Policy Experts Ask a Heretical Question: Has Academic Science Grown Too Big?

By COLLEEN CORDES

WASHINGTON

A small but growing number of science-policy experts are asking a question that borders on academic heresy: Can the United States afford to continue expanding the university research system?

Their question comes at a time when research universities are struggling with several challenges, including a fierce competition for federal money among an increasing population of researchers. In response, many scientists are calling on the government to boost research spending.

But some policy experts—even as they lobby for spending increases—say that money alone will not solve the underlying problems, and might even exacerbate them. Given that, and given the government's own struggle to cut spending, these experts argue that institutions and researchers must make fundamental changes in the way they think about science.

'Crisis of Rising Expectations'

"We can't count on getting better by getting bigger," Robert Rosenzweig, president of the Association of American Universities, told a group of university administrators this month.

"The solution will lie in our ability to decide for ourselves, institution by institution, whether we wish to concentrate the available resources on those things that we do best or dissipate them in a probably vain effort to do everything," he added in his speech.

Some experts now go so far as to say that

Continued on Page A22

How an Underdog Beat Out MIT In Competition for Magnet Lab

Florida officials used aggressive tactics to persuade the N.S.F. to locate a prized magnet laboratory in the state instead of at M.I.T.: Page A19

MARGINALIA

Sports note in *upbeat*, a newsletter for the faculty and staff at the University of Portland:

WHAT A FIELD

"Here's everything you wanted to know (and then some) about Harry A. Merlo Field, which was dedicated Sept. 23: . . .

"□ The grass is a mixture of 80% rye grass and 30% Kentucky Bluegrass. . . ."

"And then some," indeed!

■

From *The Daily Egyptian*, the paper at Southern Illinois University at Carbondale:

"The American education system is going down the drain.

"This was the view Arthur E. Lean, co-writer of 'Education or Catastrophe?', expressed in the forum held Saturday in the faculty lounge at the Wham Building.

"Lean, retired dean of SIUC's College of Education, went head-to-head with William E. Eaton, co-writer of the book and chairperson of SIUC's Department of Educational Administration and Higher Education, to debate whether or not the American education system can be saved.

"Lean said the level of illiteracy in America is one of the most prominant signs of education's demise. . . .

"Eaton said the education system is fairing so poorly today because over the last 25 years it has been asked to do too much."

Or too *little*, from the looks of things.

■

Housing Facts, a publication for students looking for a place to live at the University of Judaism, contains a picture captioned "Specious residence hall room."

■

Headline in the Ohio State University *Lantern:*

BUCKEYES STILL IN HUNT
FOR A ROSE BOWL BIRTH

Don't look at *us*.

■

Notice taped to a classroom door at Brandeis University:

BECAUSE OF THE
FACULTY MEETING,
VIOLENCE
WILL OCCUR TODAY
IN
SCHWARTZ AUDITORIUM

Our confrontational society is at it again.

■

From a letter about a regional meeting of the International Association of Students in Economics and Commerce:

"We've chosen 'Carpe Diem Carpe Mundum' (cease the day cease the world) as our theme."

There's nothing like a little Latin to give a meeting *class*. —C.G.

In Brief

U. of Wisconsin to Pay Millions in Wage Ruling

MADISON, WIS.—The University of Wisconsin must pay millions of dollars to academic-staff employees whose wage scales were unfairly reduced by the system's president, a state appeals court has ruled.

The ruling upheld an earlier circuit-court decision that affected some 600 academic-staff members, including librarians and researchers.

The case has been sent back to the lower court to determine who deserves the back pay and how much. Settlements—which could cost the university from $2-million to $25-million in all—are not expected for another year.

The university may appeal the decision to the Wisconsin State Supreme Court.

The employees sued the university four years ago, claiming that the president, Kenneth A. Shaw, had illegally changed the academic staff's pay scale because he had failed to gain approval for the move from the Board of Regents and the state Legislature.

A spokesman for the university said the reduction had been made because many people awarded higher salaries did not meet the criteria for them. State law did not require the administration to seek approval for the move, he said.

President Rescinds Plan to Drop 'Yale Review'

NEW HAVEN, CONN. — The president of Yale University, Benno C. Schmidt, Jr., has rescinded his decision to terminate the university's 79-year-old literary quarterly, *The Yale Review*.

Mr. Schmidt announced last June that the university would close the magazine because of financial difficulties, including increased production costs and declining subscription and advertising income. The plan was widely criticized by writers and others who regard the *Review* as the flagship of the country's literary quarterlies.

Mr. Schmidt was not specific about what lay ahead for the magazine. "I am seeking ways to revitalize the financial health of *The Yale Review* and insure its prospects for the future," he said in a brief statement last week. "The community will be informed as these plans unfold."

Ex-Student at Gallaudet Dies in Campus Scuffle

WASHINGTON—Two investigations have been ordered of a scuffle between campus police and a former student at Gallaudet University who collapsed and later died. The death has been ruled a homicide.

According to Muriel Strassler, director of public relations at the university for the deaf, the campus police had been called to restrain Carl Dupree, the former student, following an argument between him and an English instructor. Mr. Dupree allegedly "turned blue" and collapsed while the officers tried to handcuff him, Ms. Strassler said.

Mr. Dupree, who was deaf and used sign language to communicate, had withdrawn from Gallaudet about four weeks earlier. *The Washington Post* reported that the argument was over grades. Gallaudet officials could not confirm the report.

A spokesman for the District of Columbia police said the medical examiner had determined that Mr. Dupree had died of asphyxiation. Results of a city police investigation will be turned over to the U.S. Attorney's office.

Gallaudet's president, I. King Jordan, has hired a law firm to conduct an independent investigation of the incident.

Graduate Employees Pick Union at U. of Mass.

AMHERST, MASS. — Graduate-student employees at the University of Massachusetts have voted to be represented by a union in talks with the institution on issues regarding employment practices and policies.

The union, the Graduate Employees Organization, which is affiliated with the United Auto Workers, is not recognized under state labor law as the formal collective-bargaining representative of graduate employees, but the university has agreed to recognize the organization for "good-faith negotiations."

Almost 1,600 of the 2,400 graduate employees who were eligible to vote in the election cast ballots. The voters chose the graduate-student organization over No Agent by a three-to-one margin.

For almost 15 years, graduate-student employees at Amherst have been trying to unionize to press the university for better wages and job security. Although a 1979 state-labor-board ruling denied them the right to bargain collectively, the university agreed this year to allow an election.

Library Workers Strike at Brown University

PROVIDENCE, R.I.—Ninety-five unionized library workers at Brown University went on strike last week for better wages and health benefits.

The workers, members of Local 134 of the Service Employees

Baptists Vote to Withhold $7.5-Million From Baylor

HOUSTON

The Baptist General Convention of Texas voted by a narrow margin last week not to give Baylor University $7.5-million that has been held in escrow for the institution.

The funds represent the convention's contributions to the university through the end of 1991. They were put in escrow after Baylor angered many Baptist leaders in September by establishing an independent governing board. Baylor's president, Herbert H. Reynolds, said the institution had established the board to prevent a takeover by conservative Baptists, who for years have criticized the university.

The convention, which previously had direct control over the university, voted at last week's annual meeting not to recognize Baylor's move for independence. But it rejected motions by conservatives who favored a harsher stance against the university.

Despite fears by Baylor leaders that the state Baptist convention might shift to conservative control, moderates were re-elected to the top three positions.

—KATHERINE S. MANGAN

A New National Journal Will Provide a Showcase for Student Writing

By SUSAN DODGE

WASHINGTON

A new journal designed to provide a showcase for writing by undergraduate students made its official national debut here last week.

To be published twice a year, *The Wittenberg Review* will feature work by students at more than 80 liberal-arts colleges. Reed Whittemore, the poet laureate of Maryland and a former poetry consultant to the Library of Congress, formally introduced the fall 1990 issue at a reception at the Woodrow Wilson House here.

The journal is thought to be the only national publication devoted exclusively to undergraduate writing. The *Review* will publish works of fiction and poetry, but the focus will be on non-fiction articles and essays on interdisciplinary topics. The editors are particularly interested in writing that incorporates research and different subjects, such as music and philosophy, or psychology and film making.

Wittenberg University officials started the *Review* partly in response to recent national criticism of undergraduate writing. The university published a pilot issue of the journal last spring.

'We Wanted to Do Something'

"It's easy to say what's wrong, but we wanted to do something to encourage students to think across the liberal-arts spectrum and to do more serious writing," said William A. Kinnison, Wittenberg's president.

"This is an effort to show that something is being done to enhance the visibility of good writing by today's college students," he added.

Wittenberg University is providing funds to publish the *Review*, which is expected to cost from $40,000 to $60,000 an issue to produce. Wittenberg officials said they hoped subscriptions and donations would help pay for the publication.

The *Review* hopes to recognize talented writers and encourage those who may become writing teachers by publishing the best of their work. The editor, Richard P. Veler, an English professor at Wittenberg, distributes what he judges to be the best articles the *Review* has received to a network of 50 faculty members at colleges around the country. The professors criticize the articles and return them to the students for revisions. Then Mr. Veler and a 10-member board decide which articles will appear in the *Review*.

"The students get a lot of feedback on their writing, and they have a chance to have their work published in a national publication," Mr. Veler said.

The fall issue of the *Review* includes works by 15 students. The essays cover a wide range of topics, including the relationships between missionaries in India in the mid-1800's, Alfred Hitchcock's use of Freudian psychology in the 1945 movie *Spellbound*, and a survey of economic changes in Poland.

The *Review*'s address is Wittenberg University, P.O. Box 720, Springfield, Ohio 45501. ■

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Government & Politics

Ways & Means

How long will Lauro F. Cavazos keep his job as Education Secretary?

Inside and outside the Education Department, there is renewed speculation that he will leave soon. Sources inside the department say some officials there believe Mr. Cavazos will resign within the next three months.

Time magazine included Mr. Cavazos in a recent list of five Cabinet officials who could be leaving the Administration soon. "The laid-back Secretary is not helping Bush earn the title of 'Education President,' " the magazine said.

David Gergen and Kenneth Walsh of *U.S. News & World Report* asked in a column in *The Washington Post:* "How much longer must Bush honor his commitment to Lauro Cavazos before he gets a mover-and-shaker at the Education Department?"

College lobbyists, who have been generally disappointed with the Administration's support for education, give Mr. Cavazos credit for efforts to curb defaults in the student-loan programs and for developing proposals for changing the student-aid system when the Higher Education Act is reauthorized next year.

Some college lobbyists and Congressional aides say that a change at the helm now could keep the Education Department from being as involved in the review of the programs as Mr. Cavazos had planned.

A spokeswoman for Secretary Cavazos reiterated the Secretary's earlier promise that he will serve as long as President Bush wants him to do so.

■

Wisconsin may not be a leading tobacco-growing state, but the growers have at least one loyalist in the Legislature who is not pleased with the proposal to ban smoking inside buildings on the Madison campus of the University of Wisconsin.

State Rep. Barbara Gronemus says if the university goes ahead with the ban, she'll propose cutting $17-million from its budget, an amount equal to the value of the recent tobacco crop in the state.

"Why stop smoking on a campus when you're dealing with adults?" said Ms. Gronemus, who also heads the Assembly Agriculture Committee. She said the university should at least create smoking areas on the campus.

The policy should become final in December, and a university spokesman, Michael Williamson, said smoking areas were being considered, along with provisions to allow smoking in residence halls and inside the two student unions.

Mr. Williamson questioned the lawmaker's logic, noting that Wisconsin tobacco is used mostly for chewing or cigars.

"It's a bit of a reach," he said, to contend that the university's ban would "put tobacco farmers out of business."

Universities Fear That U.S. Will Limit Payments for Overhead Costs Incurred by Researchers

White House budget office said to consider reducing reimbursements as it forms 1992 budget plan

By COLLEEN CORDES
WASHINGTON

University research officials are worried that the federal government will limit its reimbursements for researchers' overhead costs.

Congress has already ordered the Department of Agriculture to restrict its payments for overhead expenses—known as indirect costs—to 14 per cent of the amount an institution receives for all of the other costs associated with a research project.

Most public universities now charge federal agencies at least twice that for research projects, while some leading private institutions get reimbursed for indirect costs that amount to more than 70 per cent of their research grants' direct costs.

'We Are Very, Very Worried'

With the Bush Administration and Congress under pressure to hold down federal spending, many academic administrators fear that one, or possibly both, will try to expand the limits on the Agriculture Department to other research agencies.

"We are very, very worried that either legislators or budget examiners might want to extend that concept," said Milton Goldberg, executive director of the Council on Governmental Relations.

The White House Office of Management and Budget is said to be considering reducing indirect-cost reimbursements in the Administration's budget proposal for fiscal 1992. That proposal will be released early next year.

The advisory council of at least one institute within the National Institutes of Health has discussed cutting overhead reimbursements for every grant by 10 per cent. The N.I.H. is under particular pressure from Congress to find ways to manage its research more efficiently so that it can support a larger number of scientists.

At the same time, however, the White House budget office has set up a working group to discuss the recommendations of a report issued in 1988 by the Association of American Universities. The group is made up of both government and university officials.

Under one of the report's recommendations, the government would allow universities that are receiving federal grants to recover the cost of a research building through yearly overhead payments over 20 years, instead of the current 50 years. The report also proposes allowing universities to amortize scientific equipment over 4 to 7 years, instead of the present 15 years.

Theoretically, such a system would provide universities with larger amounts of money over a shorter time so that they would have the resources to renovate facil-

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If War With Iraq Brings a Draft, Students Could Get Only Temporary Deferments

By CHRISTOPHER MYERS
WASHINGTON

If the Persian Gulf conflict leads the government to reinstate the draft, college students will not be able to get the automatic deferments that were available during the Vietnam War.

Under the current draft law, adopted in 1971, students would receive only temporary deferments.

A student drafted while in the middle of an academic term would be allowed to defer until the end of the term. A student in his final year of study would be able to defer until the end of the academic year.

In addition, seminarians and students at divinity schools would be exempt from the draft.

A draft can be started only by an act of Congress signed by the President. If one were set up, men turning 20 during the year the draft started would be drafted first. For example, if the draft began in 1991, males born in 1971 would make up the first pool of draftees. When all available 20-year-olds had been drafted, 21-year-olds would be called up, followed by 22-year-olds, 23-year-olds, 24-year-olds, and 25-year-olds. The draft would then work back to 19-year-olds and then 18-year-olds.

Anyone who was drafted and accepted

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Colleges Welcome News That Rep. Ford Will Chair House Postsecondary-Education Subcommittee

By THOMAS J. DeLOUGHRY
WASHINGTON

College officials are applauding Rep. William D. Ford's decision to become chairman of the House Subcommittee on Postsecondary Education, the panel that will be responsible for reauthorizing the Higher Education Act in the House of Representatives next year.

Mr. Ford, a Michigan Democrat who announced his intentions shortly after Election Day, was chairman of the panel the last two times the law was rewritten. Mr. Ford is ascending to the chairmanship of the full Education and Labor Committee and so had the right as committee chairman to pick the subcommittee he would head. The Democratic caucus is expected to rubber-stamp the changes in January.

Mr. Ford's decision removes Rep. Pat Williams, Democrat of Montana, from the subcommittee chairmanship, which he has held since 1987.

More Prestige and Experience

College lobbyists praised both Mr. Williams and Mr. Ford as strong supporters of higher-education programs. Several noted, though, that Mr. Ford's veteran status in the House would bring more prestige and experience to the reauthorization process.

"Mr. Ford has the experience and knowledge of the programs to a depth that does not exist anywhere else in the Congress," said Ellen Frishberg, director of student financial services at the Johns Hopkins University.

Edward M. Elmendorf, vice-president for governmental relations at the American Association of State Colleges and Universities, noted that Mr. Ford had been "the architect of much of what's in the law."

Mr. Elmendorf added: "It's healthy that

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How Florida Wooed the NSF, Outwitted MIT, and Won Competition for Prized Magnet Lab

By GOLDIE BLUMENSTYK
TALLAHASSEE, FLA.

From the start, Florida was an underdog.

Its goal was to win the competition for the National Science Foundation's new magnet laboratory. Although Florida had no experts on magnets, officials here had to prove that their universities could develop and operate a magnet lab that could match the world-class facilities in France and Japan.

Moreover, the state's main competitor was the Massachusetts Institute of Technology, which operates an existing magnet laboratory and has won numerous competitions for federal science facilities.

In the end, luck, pluck, and a considerable financial commitment turned the odds in Florida's favor. This year the N.S.F. de-

Continued on Following Page

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Charles B. Reed, chancellor of the State University System: "It's not something that just happened. We've been putting a lot of money into our science."

like Mr. Crow. The Florida proposal, the experts said, "had tremendous potential."

In overriding the panels of scientific experts, N.S.F. leaders and the National Science Board, which oversees the agency, praised Florida's financial commitment and its faculty-recruiting plan. The N.S.F. leaders also noted that such a plan, and the presence of the lab, could help to create a stronger scientific community in the South.

It remains unclear what role Florida's offer of $58-million played.

While much has been made of the state's financial commitment, officials here note that the bulk of the money will be used to develop the building, power source, and instruments for the laboratory—in effect, the money creating a level playing field between the two proposals, since M.I.T. had its facility and much of the necessary equipment in place. M.I.T. officials, meanwhile, have said that the science foundation did not accurately represent the institute's financial commitment, which they said was equal to $60-million.

'Money Buys Science'

Critics of the decision say N.S.F. leaders allowed themselves to be swayed by Florida's financial commitment.

"It sort of reflects the extent to which money buys science," says C. D. Graham, Jr., professor of materials science and engineering at the University of Pennsylvania and the immediate past chairman of the M.I.T. magnet-lab users' committee.

Mr. Graham says it makes sense to diffuse science support to states and regions that have not received their share of money or facilities, especially when the states themselves show a willingness to commit to the projects. But he adds that such actions are best made "in a case where you're creating something new," not when existing centers of expertise would be undermined, as is the case with the magnet lab.

But Miles Klein, a professor of physics at the University of Illinois at Urbana-Champaign and another magnet-lab user, says weighing only scientific factors "stacks the deck" in favor of traditionally strong institutions. "It's much more legitimate to do it this way than to get their local Congressman to put it in as a pork project," he says.

Mr. Klein, however, says the notion of giving Florida faculty members first crack at laboratory fellowships is worrisome. A director of an N.S.F. center himself, Mr. Klein says he understands the pressure to show state officials that they are getting their money's worth, but says Florida must be careful not to award fellowships "to incompetent local people."

'A Major Contribution'

Florida officials insist that they are developing an outstanding research center and that their fellowships will be awarded on merit. "I see this lab making a major contribution to the scientific infrastructure of Florida," says Mr. Reed, the system's chancellor.

Having the lab will raise the visibility and stature of the institutions and create new economic opportunities for the region and state as eminent scientists and high-technology industries gravitate to Florida to take advantage of it, state officials say.

Already, companies like the Westinghouse Electric Corporation have expressed interest in using the lab to develop superconducting power-generating systems.

As for the complaints of some scientists, Mr. Reed and others here are sanguine. "They're going to end up with a world-class lab in five years," says Mr. Reed. "It's all going to work out." ■

Draft Would Allow Few Deferments

Continued From Page A19

for service would be required to stay in the military for at least 24 months, including training.

At present 3.5 million American men are registered for the draft.

Larry Waltman, a spokesman for the Selective Service System, said the system had not received word from the White House or the Defense Department about whether a draft would be instituted. He said, however, that the system was prepared to provide the department with up to 100,000 men within 30 days of a draft's approval.

'We Don't Speculate'

A spokesman for the White House said the Administration would not comment on the possibility of a draft. "The President's position is that he wants to resolve this situation without a war, and so we don't speculate beyond that," the spokesman said.

Already, however, the prospect of a draft is prompting some student activism on campuses. Last week students at the University of Montana organized a workshop on alternatives to military service, such as obtaining conscientious-objector status.

Tajel Shah, vice-president of the United States Student Association and a senior at Rutgers University, predicted that if a draft were started, there would be a "huge uprising" among students. She said students were already protesting U.S. involvement in the Middle East, "not because they aren't patriotic but because they are unsure of what this nation is getting into."

Mr. Waltman of the Selective Service System said he thought the deferment for theological students might send men flocking to seminaries to avoid induction.

Officials of seminaries and divinity schools said that if a draft were enacted they would take steps to insure that prospective students were not just signing up as a way of avoiding military action.

Said the Rev. Anthony D. Sorgie, director of admissions at Saint Joseph's Seminary in Yonkers, N.Y.: "Anytime there is something that might impinge on the quality of candidates or their forthrightness, steps would be taken to address that."

The Selective Service System's Mr. Waltman emphasized that, contrary to what he said was a common belief, there is not a deferment for a man who is the only son in his family. There is, however, a deferment for men who have had a parent or sibling killed in battle. ■

U.S. May Limit Payments on Overhead Costs

Continued From Page A19

ities as soon as improvements were needed. Some government officials, however, question whether all buildings and equipment need to be replaced or renovated over such short periods of time.

Simplifying the Process

Federal officials are most interested in making changes in federal policy that would benefit both universities and the government by actually cutting costs—for instance, by simplifying the extremely complex process of setting overhead rates for every institution. The government would be less likely to accept the A.A.U. proposals that would significantly increase the amount of money the government now spends on indirect costs.

"We're basically pretty cheap, and if it's going to cost us a lot of money, we're not going to be interested," said one federal official, who asked that he not be identified.

Paul E. Sweet, director of federal-government relations for the University of California, said universities needed to become more active in educating members of Congress and their aides about institutions' justification for the indirect-cost payments they receive. He said that the issue was a complicated one, and that it was likely to continue drawing attention.

University officials have said that if they do not receive full reimbursement for the indirect costs of research, they must make up those costs in some other way. For example, university officials say that students may end up paying the costs in the form of higher tuition rates, or that faculty members in the humanities may suffer because the universities will have less money for their programs.

"It's important for us to make it clear that we're not just going to accept a cap on indirect costs as a community," Mr. Sweet added. ■

1991 Appropriations for Health Research

	Fiscal 1990 Actual spending	Fiscal 1991 President's request	Fiscal 1991 Approved by House	Fiscal 1991 Approved by Senate	Fiscal 1991 Actual appropriation
Scientific research					
National Institutes of Health					
Cancer Institute	$1,598,501,000	$1,658,266,000	$1,749,392,000	$1,706,912,000	$1,686,504,000
Heart, Lung, and Blood Institute	1,027,861,000	1,068,026,000	1,135,589,000	1,086,023,000	1,084,036,000
Institute of Dental Research	129,851,000	134,627,000	149,592,000	144,551,000	143,528,000
Institute of Diabetes, Digestive, and Kidney Diseases	557,594,000	581,477,000	613,686,000	600,814,000	592,615,000
Institute of Neurological and Communicative Disorders and Stroke and Institute on Deafness and Other Communication Disorders	591,839,000	618,920,000	670,848,000	684,215,000	661,204,000
Institute of Allergy and Infectious Diseases	815,412,000	869,382,000	944,965,000	883,424,000	892,163,000
Institute of General Medical Sciences	629,239,000	659,844,000	693,499,000	676,293,000	668,390,000
Institute of Child Health and Human Development	426,350,000	444,911,000	488,282,000	461,895,000	463,639,000
Eye Institute	229,419,000	240,287,000	254,887,000	250,482,000	246,595,000
Institute of Environmental Health Sciences	218,647,000	225,206,000	244,832,000	231,001,000	232,183,000
Institute of Arthritis, Musculoskeletal, and Skin Diseases	162,185,000	169,338,000	191,397,000	191,397,000	186,784,000
Institute on Aging	229,932,000	239,418,000	278,311,000	367,203,000	314,979,000
Research Resources	334,612,000	316,658,000	353,469,000	328,658,000	332,844,000
Center for Nursing Research	29,293,000	30,894,000	37,289,000	35,501,000	35,518,000
International Center	15,656,000	16,355,000	18,682,000	17,436,000	17,624,000
Human Genome Research	56,558,000	102,963,000	66,131,000	102,963,000	82,509,000
Library of Medicine	72,876,000	76,725,000	80,725,000	81,725,000	79,267,000
Total N.I.H.	7,276,783,000	7,623,175,000	8,317,654,000	7,997,271,000	7,987,220,000
Health research and training					
Alcohol, Drug Abuse, and Mental Health Administration Mental health research and research training	389,539,000	413,491,000	430,000,000	491,143,000	458,673,000
Centers for Disease Control Occupational safety and health research and training	84,665,000	85,136,000	87,020,000	89,675,000	87,514,000

* The Administration and Congress deferred budget action on all or part of these programs pending approval of legislation extending the authority for the programs.

1991 Appropriations for Education

	Fiscal 1990 Actual spending	Fiscal 1991 President's request	Fiscal 1991 Approved by House	Fiscal 1991 Approved by Senate	Fiscal 1991 Actual appropriation
Student assistance					
Pell Grants	$4,804,478,000	$5,277,000,000	$5,414,000,000	$5,507,000,000	$5,370,185,000
Supplemental grants	458,650,000	458,650,000	533,000,000	533,000,000	520,155,000
College Work-Study	601,765,000	601,765,000	600,000,000	618,750,000	594,689,000
Income-contingent loans	9,863,000	15,000,000	10,000,000	5,000,000	4,880,000
State Student Incentive Grants	59,181,000	0	60,000,000	70,200,000	63,531,000
Perkins Loans	135,129,000	0	160,000,000	140,000,000	156,144,000
Stafford Student Loans	3,826,314,000	5,381,422,000	3,900,000,000	5,381,422,000	5,381,422,000
Paul Douglas Teacher Scholarships	14,922,000	14,922,000	15,000,000	15,000,000	14,639,000
Graduate support					
Patricia Roberts Harris Graduate Fellowships	16,034,000	17,780,000	18,000,000	18,000,000	17,566,000
Jacob K. Javits Fellowships	7,896,000	5,424,000	8,000,000	8,000,000	7,807,000
Patricia Roberts Harris Public-Service Fellowships	3,277,000	1,189,000	1,189,000	3,277,000	3,198,000
Minority participation graduate fellowships	3,547,000	6,094,000	6,100,000	6,100,000	5,953,000
Graduate assistance in areas of national need	15,793,000	25,483,000	25,500,000	25,500,000	24,885,000

Continued on Following Page

Question: Can Academic Science Keep on Growing?

Continued From Page A1

generous support for research in the past—because it attracted so many people to the field—is a major cause of unmet demands today. The president of the National Academy of Engineering, Robert White, said in a recent speech: "Increases in total R&D expenditures, generous by any standard, have not been able to sustain the resulting increases in R&D population."

He added: "We have a crisis of rising expectations that will not be met. The R&D enterprise is going through a shakeout not unlike that in an industry when there are too many players for the size of the market."

Mr. White and others say increased spending on research generates ever-larger crops of new scientific opportunities. Universities respond by hiring more researchers. The researchers' projects grow ever more complex and the research instruments to explore them increasingly costly. In short, every step toward the frontiers of knowledge costs more than the step before it.

Says Erich Bloch, former director of the National Science Foundation: "The system has outgrown the capacity of the federal government to support it."

A Lower Rate of Growth

Most of those who argue that researchers must lower their expectations say the federal government should continue to increase spending on academic research. But they say they realize that the rate of growth will be lower.

Their arguments come as universities find themselves under pressure from several directions:

- Despite the growth in federal support for academic research in recent years, scientists are facing an extraordinary level of competition for federal grants.
- The costs of supporting the average researcher have been rising prohibitively, with no end in sight.
- The grant-review system is overloaded, and federal officials say that scientists are wasting time applying and re-applying for grants from different agencies.
- Critics inside and outside academe say federal research policy has encouraged universities to let two goals dominate their campuses: winning research money and benefiting financially from research results. As a result, the critics say, undergraduate education and some traditional university values are being neglected.
- Despite projected shortages of scientists in the late 1990's, anecdotal evidence indicates that at least a few disciplines—such as physics—don't have enough jobs available to absorb all the researchers being turned out by graduate departments. Some universities, their research spending pinched by tight state and federal research budgets, are letting positions go unfilled or are creating fewer new ones than planned. At the same time, industrial layoffs and international events are directing more industrial and foreign scientists into the academic market.

Any suggestion that the government cannot or should not increase its budget for academic research still draws widespread, vociferous condemnation from many scientists. They say that given the nation's increasing dependency on technological innovation, spending on basic research is a relatively minor expense that goes a long way.

Special-Interest Whining

But some observers say scientists' appeals for more money too often sound like the whining of a spoiled special-interest group that has mistaken generous federal treatment in the past for an eternal entitlement.

"Why should we have white-coated welfare queens?" asks Rustum Roy, a professor of materials science at Pennsylvania State University.

In a time of tight federal budgets, adds one Congressional aide, scientists are wearing out their welcome on Capitol Hill by complaining—even as science spending continues to increase—that science is getting too little money.

Some science-policy officials now say that if the government's financial difficulties lead to less growth in academic-science budgets, one of higher education's pressing problems might be eased—the projected shortage of college teachers.

Colleges and universities are expected to be hit hard by shortages at the Ph.D. level. The institutions expect to have trouble competing financially with industry for the most talented scientists.

While many universities have recruited more scientists in recent years, the hiring has largely been driven by universities expanding their research roles, not their teaching capacity, some experts say. They say that too many colleges and universities have been trying to transform themselves into major research universities by building up strong science programs across many areas of research, gobbling up Ph.D. holders and, at the same time, diluting the quality of teaching.

If universities, finding themselves short of federal research support, hired only to meet their future teaching needs and not to expand research, there would be no faculty shortage in the natural sciences or engineering, says Myles Boylan, a policy analyst who is studying employment projections for the N.S.F.

Help Sought From Industry

"The problem is created by a growth in research, and if there is no growth in research, there is no problem," Mr. Boylan says.

Science-policy experts say it isn't only university administrators and scientists who need to think differently about research. Many scientists, for example, charge that industry is not paying its share for basic research, either at universities or in company laboratories.

The scientists agree almost unanimously that the government should be much more aggressive in pushing foreign governments to help support such big science projects as the Superconducting Supercollider and the space station. The U.S. government's savings could then be plowed into academic research and scientific training.

Still others say the nation as a whole may have to change the way it thinks about science.

Daryl E. Chubin, a senior analyst for the Congressional Office of Technology Assessment, says federal spending limits may well translate into a slower pace of technological innovation.

He acknowledges that watching some of the nation's leadership in basic science slip away will be painful for researchers steeped in the tradition of American scientific preeminence. "For some people, civilization as we know it will go down the tubes," Mr. Chubin says.

Some policy experts are beginning to ponder another once-unthinkable question. If the increasingly sophisticated equipment that researchers now need allows individual scientists to be more productive, could the federal government support fewer researchers without seeing any drop in the output of federally supported research? Few experts, if any, are yet willing to argue the point publicly. But some suggest the idea is worth studying.

'How Much Do We Need?'

Harold H. Hall, a former vice-president of Xerox Corporation, adds that the escalating costs of conducting research should at least force scientists to be more direct about commenting on which federal projects should be given high priorities and which should not.

An even more heretical question preoccupies Daniel S. Greenberg, a veteran commentator on science policy and the editor and publisher of the *Science & Government Report*. "It's time for some serious thinking on at least one point, and that is: How much science do we need?" Mr. Greenberg says.

Given limited federal resources, for example, would doubling the research budget of the National Institutes of Health do as much to improve public health as investing an equal amount on direct interventions such as immunizations and actions to improve nutrition? And will more basic research at universities necessarily help the United States become more competitive in international trade?

Mr. Greenberg and others point to the long history of foreign companies' capitalizing on research paid for by American taxpayers. Recent federal efforts to encourage universities to work more closely with industry in speeding up product development are stimulating university-industry cooperation—but, increasingly, the participating companies are foreign.

With scientific questions ripe for the picking in many disciplines, it's no wonder scientists resist so strongly any talk of limits on science spending. But constraints on federal spending are real, Mr. Greenberg argues, so scientists—however unwillingly—must address the tough issues now emerging.

He adds: "It's always an advantage to be in touch with reality." ■

1991 Appropriations for Education, Continued

	Fiscal 1990 Actual spending	Fiscal 1991 President's request	Fiscal 1991 Approved by House	Fiscal 1991 Approved by Senate	Fiscal 1991 Actual appropriation
Institutional assistance					
Cooperative education	$13,445,000	$0	$13,500,000	$13,500,000	$13,175,000
Developing institutions					
Aid for historically black colleges	95,366,000	110,366,000	99,500,000	102,000,000	99,542,000
Institutional support	82,911,000	86,631,000	87,500,000	90,000,000	87,831,000
Endowment Challenge Grants	17,893,000	17,893,000	27,500,000	17,893,000	17,462,000
Facilities					
College-housing and academic-facilities loans and construction insurance	35,129,000	13,449,000	38,449,000	13,449,000	37,726,000
Interest-subsidy grants	22,449,000	20,900,000	20,900,000	20,900,000	20,396,000
International education	39,794,000	39,974,000	46,000,000	47,000,000	45,867,000
Law School Clinical Experience	4,935,000	0	5,000,000	6,000,000	5,855,000
Veterans' Education Outreach	2,801,000	0	2,800,000	2,800,000	2,733,000
Bilingual education					
Bilingual vocational training	2,959,000	0	*	2,959,000	2,888,000
Training grants	31,913,000	31,913,000	42,000,000	31,913,000	36,066,000
Library resources					
Research libraries	5,738,000	5,738,000	6,000,000	6,000,000	5,855,000
Training and demonstration	855,000	855,000	1,000,000	1,000,000	976,000
College library technology grants	3,732,000	3,732,000	4,000,000	4,000,000	3,904,000
Aid to disadvantaged					
College-aid migrant programs	1,720,000	1,720,000	2,000,000	2,000,000	1,952,000
Legal Training for the Disadvantaged	2,468,000	2,468,000	3,000,000	2,572,000	2,928,000
Minority institutions science improvement	5,416,000	5,633,000	6,000,000	6,000,000	5,855,000
Programs for disadvantaged students (TRIO)	241,822,000	269,739,000	342,000,000	342,000,000	333,758,000
Education research and statistics					
Education research	50,557,000	61,322,000	61,322,000	66,322,000	60,506,000
Education statistics	39,739,000	60,404,000	59,538,000	60,404,000	58,948,000
Education for the handicapped					
National Institute on Disability and Rehabilitation Research	54,318,000	54,318,000	60,378,000	60,600,000	60,378,000
Research and development	19,825,000	0	*	20,672,000	20,174,000
Personnel development	71,000,000	0	*	71,000,000	69,289,000
Rehabilitation training	31,110,000	31,110,000	32,354,000	36,000,000	34,177,000
Postsecondary programs	6,510,000	0	*	8,770,000	8,559,000
Miscellaneous					
Adult education	192,795,000	238,726,000	244,000,000	244,726,000	238,828,000
Fund for the Improvement of Postsecondary Education	11,702,000	11,702,000	15,000,000	15,000,000	14,639,000
Office for Civil Rights	44,572,000	49,900,000	49,900,000	50,900,000	49,185,000
Teacher training	151,515,000	246,348,000	216,645,000	253,556,000	230,181,000
Vocational-education grants	850,734,000	*	*	877,654,000	856,503,000
Women's educational equity	2,098,000	1,000,000	2,000,000	2,098,000	2,000,000
School, College and University Partnerships	2,961,000	2,961,000	4,000,000	4,000,000	3,904,000

* The Administration and Congress deferred budget action on all or part of these programs pending approval of legislation extending the authority for the programs.

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News Summary

Articles on inside pages

Criticism of "multiculturalism" is being heard from the field's own pioneers, who want to re-examine its achievements: Page A5.

The adversaries in the bitter faculty strike at the U. of Bridgeport paint very different pictures of their institution: Page A18.

St. Olaf College has redesigned courses to let students use foreign languages in their regular classes: Page A19.

Maryland has defined a role for Bowie State U. that will allow the institution to improve without abandoning black students: Page A23.

Hoping to broaden its involvement with higher education, the Agency for International Development is encouraging universities to apply for more of its grants: Page A23.

The Food and Drug Administration delays biomedical research, scientists say, by restricting imports of a French birth-control drug: Page A23.

Colleges are scrambling to assess how the call-up of military reserves will affect education benefits for reservists: Page A26.

In the largest bequest to higher education since 1986, the bulk of a $100-million estate will go to four institutions: Page A33.

About 1,550 people at the U. of Michigan attended a teach-in on the Persian Gulf crisis: Page A37.

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Persian Gulf Crisis Dominates Debate Among Specialists in Mideast Studies

By ELLEN K. COUGHLIN

SAN ANTONIO

The specter of the Persian Gulf crisis hung over this month's annual meeting of the Middle East Studies Association like the war cloud it has become for the world at large.

In the corridors and meeting rooms of the Convention Center here, specialists in the region debated the causes and the implications of the Iraqi invasion of Kuwait. At sessions specially arranged to address the crisis, scholars questioned the role of the United States in the dispute, criticized the massive build-up of U.S. troops in the Saudi Arabian desert, and warned of unanticipated dangers should war come.

Experts heard from eyewitnesses, as scholars recently arrived in this country from Kuwait described conditions in the occupied country. Researchers castigated government officials, the news media, and, perhaps most of all, themselves for what they perceived to be a conspicuous lack of scholarly contributions to the public debate.

While there seemed to be more argument than agreement, nearly all the scholars who spoke seemed to concur that, in the wake of Saddam Hussein's precipitous action in August, the Middle East—and perhaps some aspects of their own discipline—had changed for good.

Warnings About Consequences

Conventional beliefs about the Middle East will have to be "radically re-examined," said Ian Manners, director of the Center for Middle Eastern Studies at the University of Texas at Austin. "The region

Continued on Page A8

Africa's Campuses Lead Pro-Democracy Drives

By COLLEEN LOWE MORNA

HARARE, ZIMBABWE

In a wave of activism inspired at least in part by Eastern Europe's recent anti-Communist revolutions, university students and faculty members across Africa have been demanding that their countries adopt or strengthen multiparty political systems.

Campus-based pro-democracy drives have blossomed in countries as varied as Ghana, the Ivory Coast, Kenya, Lesotho, Mozambique, Sierra Leone, Swaziland, Togo, Zaire, Zambia, and Zimbabwe.

In many instances, students have organized demonstrations, and faculty members have backed their demands or otherwise endorsed political pluralism in scholarly writings and comments in the press.

The developments have contributed to growing conflict between government officials and the universities.

In a few countries, where government

Continued on Page A40

U. of Southern California Revamps Its Computer Network

To provide widespread access to information, the University of Southern California has reconceived its computer network: Page A19.

Despite the Crime, Noise, and Stress, Most Students at Urban Colleges Relish the Lessons of the City

By SUSAN DODGE

NEW YORK

In a cloud of plaster dust, 10 Columbia University students armed with hammers and picks tear down the damaged walls of a tiny apartment in Harlem, about five blocks from their campus. They carry charred furniture, broken lamps, and garbage bags full of soot and plaster to trash containers in the street outside.

The students are renovating the apartment as part of a program designed to introduce Columbia freshmen to life in New York City. But this afternoon they get more of an introduction than they bargained for: During their lunch break outside, the students watch as a teen-age crack dealer—acting on a dare from his brother, they learn later—fires his gun at an apartment building across the street.

Startled and scared, the students decide to return to the campus.

Eric Garcetti, a junior at Columbia who helped organize the renovation project, says that although the incident was frightening, it "opened students' eyes to another aspect of life in the area."

"Students who have gotten out into the community and worked to improve it have a better approach to dealing with these problems than do other students," Mr. Garcetti says. "It's our community while we're here, and it adds to our education to actually do something to solve some of the problems."

Concern About Safety

Students who live in major cities are confronted every day with urban problems like homelessness, crime, noise, and pollution. As large cities grapple with drug-related violence, crowding, and other difficulties, students say they feel the stress spilling over into their academic lives. Some say they have trouble concentrating on their studies because they are worrying about their safety.

Other students say they have managed to work their exposure to crime and homelessness into classroom discussions on

Continued on Page A35

Foreign Students in U.S. Reach a Record 386,000

Rise in number of Asians fuels a 5.6% increase

By ROBIN WILSON

More than 386,000 foreign students attended U.S. colleges and universities in academic 1989-90—5.6 per cent more than in the year before. The increase was the largest in seven years.

Those figures are being released this week by the Institute of International Education, which conducts an annual survey of foreign students at 2,891 U.S. institutions. The count of 386,851 foreign students was a record.

Marianthi Zikopoulous, the I.I.E.'s research director, said the increase in the number of Asian students traveling to the United States had fueled the increase. Academic 1989-90 marked the third consecutive year in which Asians made up more than half of all foreign students studying here. The number from Asian countries rose by about 9 per cent, to 208,110.

China Leads the Way

The largest number of foreign students came from China, despite new regulations by the Chinese government that limit overseas study. In all, 33,390 Chinese students attended U.S. institutions last year, an increase of 15 per cent over 1988-89.

Since February of this year, China has been requiring students to work for five years after college before they can attend graduate school in the United States. But Chinese students who have relatives here need not fulfill the work requirement.

Taiwan sent the next largest number of students to America, 30,960, followed by Japan, with 29,840. The number of students from Japan increased by 24 per cent over the previous year, a bigger jump than any other country's.

Latin America and Europe also sent more students to the United States last year, while the number from Middle Eastern and African countries continued on a decline that started in the early 1980's. Last year 37,330 Middle Eastern students enrolled at American institutions, 7 per

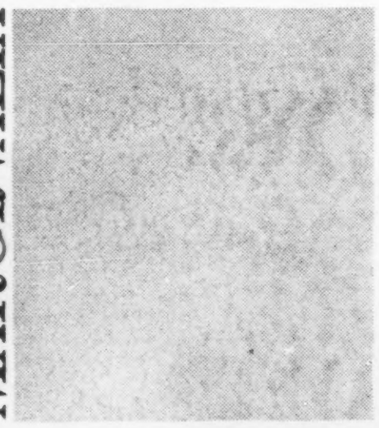
Continued on Page A36

Foreign Students on U.S. Campuses

From	1989-90	1-year change
Asia	208,110	+8.7%
Latin America	48,090	+6.8%
Europe	46,040	+7.6%
Middle East .	37,330	−7.1%
Africa	24,570	−7.0%
North America	18,590	+11.1%
Oceania	4,010	+11.1%

SOURCE: INSTITUTE OF INTERNATIONAL EDUCATION

MARGINALIA



From *The Daily Lasso*, the student newspaper at Texas Woman's University:

"After declining twice, first lady Barbara Bush has agreed to donate a gown to the Daughters of the American Revolution's TWU museum of Gowns of the First Ladies of Texas. . . .

"The museum also contains gowns of Presidents Eisenhower and Johnson and Vice President Garner. All men claimed Texas as their home state."

But we hear Texas no longer claims *them*.

■

Memorandum to faculty members at the College of Mount Saint Vincent:

"The lecture / discussion on 'What It Takes to Be a Saint in the Roman Catholic Church,' scheduled for 7:30 in Alumnae Formal Lounge this coming Thursday evening, November 15th, has been postponed to an indefinite future date. We are sorry for whatever inconvenience this may have caused."

No problem. We probably wouldn't have qualified, anyway.

■

Headline in *The Daily Egyptian* (Southern Illinois University at Carbondale):

SILENT PAY INCREASES
ILLICIT ANGRY RESPONSE

We're not a bit surprised.

■

Item in a bulletin from the Council on Foundations:

"The two-day pre-trip seminar in early December will visit Eat Los Angeles and Tijuana to better understand the boarder and north-of-the-boarder Mexican communities."

Pass the Dos Equis.

■

Murray State University's Michael Cohen has received a request from the University of Mosul, Iraq, for a copy of an article he wrote: "The Sport of American-Bashing in Modern English Authors."

■

We've received a flier from the University of New Mexico Women's Center announcing "confidence and competance building workshops."

You can't say they aren't needed.

■

Memo to faculty members on the Whidbey campus of Skagit Valley College:

"COFFEE BREAK! Whidbey faculty are invited to meet with new students . . . at 11:00 a.m. in the Student Lounge. The 'coffee break' precedes the New Student Orientation which starts at 10:00 a.m."

Backward, turn backward, O Time, in your flight! —C.G.

In Brief

Firefighter Dies in Blaze at Pennsylvania College

LEBANON, PA.—One firefighter was killed and six others were injured battling a blaze that destroyed a building housing the newly opened Lebanon campus of the Harrisburg Area Community College. Officials estimated the loss at $4-million.

College officials said oil in the chimney had caught fire and spread to insulation. Strong winds fanned flames through the rest of the wooden structure and onto surrounding buildings. An adjacent building was also gutted. Several others suffered damage from fire, smoke, and water.

Firefighters needed five hours to control the blaze, which started before noon. About 200 students, instructors, and staff workers had to be evacuated from the campus building. Others were evacuated from surrounding buildings.

The college had just spent $2.3-million to purchase and renovate the former department store. Insurance will cover the replacement cost, and college officials expect a new building to be completed by next fall.

Classes, which were canceled for one day, are being held in a vocational-education center nearby.

Harvard Law Students Sue Over Faculty Hiring

CAMBRIDGE, MASS.—A group of students at Harvard Law School has sued the school, claiming that it discriminates against women and members of minority groups in faculty hiring.

The student group, the Harvard Law School Coalition for Civil Rights, filed the lawsuit last week in Massachusetts Superior Court in Middlesex County.

Keith O. Boykin, a member of the coalition, said the law school used "subjective" criteria in hiring professors, such as whether they have a law degree from a leading school.

Harvard "ignores the fact that minorities have been discriminated against in being able to get these qualifications," Mr. Boykin claimed in an interview. The criteria, he added, "bear no relationship to a person's ability to teach."

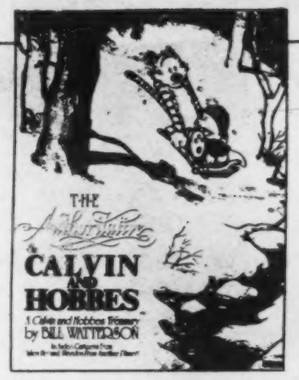
The school now has 66 full and assistant professors. Five of them are white women and five are black men.

Robert C. Clark, dean of the law school, said in a statement that the group's complaint "does not have merit."

"In the past decade, approximately 45 per cent of those whom the law school has hired in tenure-track positions have been women or members of minority groups," he said.

The lawsuit asks the court to order Harvard to give weight to diversity in hiring and to strengthen its affirmative-action efforts.

What They're Reading on College Campuses

		Previous Survey
1.	 **The Authoritative Calvin and Hobbes,** by Bill Watterson	1
2.	**The Plains of Passage,** by Jean M. Auel	—
3.	**The Dark Half,** by Stephen King	8
4.	**Presumed Innocent,** by Scott Turow	2
5.	**The Joy Luck Club,** by Amy Tan	4
6.	**Wiener Dog Art: The Far Side Collection,** by Gary Larson	—
7.	**Dawn,** by V. C. Andrews	—
8.	**Daddy,** by Danielle Steel	—
9.	**All I Really Need to Know I Learned in Kindergarten,** by Robert Fulghum	3
10.	**The "Late Night With David Letterman" Book of Top Ten Lists,** by David Letterman, Steve O'Donnell, et al.	—

The Chronicle's list of best-selling books was compiled from information supplied by stores serving the following campuses: American U., Baylor U., Bucknell U., Carleton College, Carnegie Mellon U., Case Western Reserve U., Central Michigan U., Dartmouth College, Denison U., Eastern Kentucky U., Idaho State U., Iowa State U., Kent State U., Lawrence U., Lehigh U., Mankato State U., Montana State U., New York U., North Dakota State U., Pennsylvania State U., Portland State U., Princeton U., San Francisco State U., Southern Methodist U., Stanford U., State U. of New York at Buffalo, Tulane U., U. of California at San Diego, U. of Hawaii, U. of Illinois at Urbana-Champaign, U. of Iowa, U. of Missouri at Columbia, U. of Nebraska at Lincoln, U. of New Orleans, U. of Notre Dame, U. of Pittsburgh, U. of Puget Sound, U. of Washington, U. of Wisconsin at Madison, Washington U. (Mo.), Weber College, and Wichita State U. Reports covered sales of hardcover and paperback trade books in October.

Students End Protest at Occidental College

LOS ANGELES—More than 100 students at Occidental College voluntarily ended a five-day sit-in last week after John Slaughter, the college's president, agreed to an open forum on proposals for increased involvement of students in decision-making on the campus.

The students conducted their demonstration in the Coons Administrative Center outside the office of Brigida Knauer, dean of students, whose cancellation of a student-planned event on the campus touched off the sit-in.

Several student groups had organized a free rap-music concert and graffiti show and had invited high-school students from around the area. But it was canceled because the organizers failed to follow procedures for arranging such events and because Los Angeles police and community leaders were concerned about possible gang fights, a campus spokesman said.

Angry students demanded they be given a greater voice in college affairs. The forum is to be held this week on the campus.

Wyoming Picked to Test Education Reforms

WASHINGTON—The Education Commission of the States has chosen Wyoming as the first of six states to test a comprehensive program for the simultaneous re-

Oregon State Official Is Back Home After Escaping From Kuwait

CORVALLIS, ORE.

A top administrator at Oregon State University was back in the United States last week after escaping from Kuwait, where he had spent 110 days in hiding.

Ernest Briskey, assistant vice-president for international-program development at Oregon State, had been in Kuwait City for four years serving as a senior adviser to the Kuwait Institute of Scientific Research.

An expert in food technology, he previously served as dean of the school of agriculture at Oregon State.

Mr. Briskey had returned to Kuwait City from a vacation in the United States only a week before Iraq's August 2 invasion. His wife, Marjorie, had extended her U.S. visit to see family members in Wisconsin, and was not in Kuwait when the Iraqis crossed the border.

Mr. Briskey told reporters he had spent three months evading Iraqi soldiers, who searched house to house for foreigners in Kuwait City. He said friends had risked execution by hiding him.

7 Days Crossing the Desert

To escape, Mr. Briskey said, he spent seven days making his way across 700 miles of desert to Amman, Jordan. Dressed in Arab garb, he said he went undetected in a vehicle as it passed about 100 checkpoints. To avoid jeopardizing the people who had helped him, Mr. Briskey provided no further details on his escape.

Reached at his home, Mr. Briskey said he would return to Kuwait if Iraq "withdraws or is withdrawn" from the country.

"Not only would I have no concerns, but I would want to return to help" the people of Kuwait recover from the invasion, he said.

Mr. Briskey was reunited in Portland with his wife and several relatives. He spent three days being treated for assorted ailments in a hospital in Corvallis before going home.

Bob Bruce, Oregon State's assistant vice-president for university relations, said he and other officials were "extremely grateful to the Kuwaiti people who protected Dr. Briskey and helped him escape."

He added that Mr. Briskey, a tenured professor of agriculture, had not yet been given a new assignment by the university. "For now," said Mr. Bruce, "we're just pleased to have him back."

—PETER MONAGHAN

OREGON STATE UNIVERSITY

Ernest Briskey says he hopes eventually to return to Kuwait to help the people there recover from the Iraqi invasion.

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Foreign Students in U.S. Reach Record of 386,000

Continued From Page A1

cent fewer than during the previous year. African students numbered 24,570, also a 7-per-cent decline.

Ms. Zikopoulous said the drops were due primarily to the decline in students from Iran and Nigeria. "It is a plain and simple lack of money," she said. "The riches from oil are no longer that great."

Miami-Dade Enrolled 5,500

Ninety-six U.S. institutions enrolled more than 40 per cent of all foreign students in the country. Miami-Dade Community College enrolled the largest number, with 5,500, followed by the University of Southern California, and the University of Texas at Austin.

Foreigners made up 32 per cent of the student population at the University of California at San Francisco, the largest proportion on U.S. campuses. They accounted for 24 per cent of the students at the New Jersey Institute of Technology and 22 per cent of the enrollment at the Massachusetts Institute of Technology.

For the first time in the 40 years in which the institute has conducted surveys of foreign students, business ranked ahead of engineering as the most popular field of study. After engineering, the next most popular fields were mathematics and computer sciences.

For the first time in the 40 years in which the institute has conducted surveys, business ranked ahead of engineering as the most popular field of study.

About 55 per cent of all international students attending U.S. institutions were enrolled in undergraduate programs.

In addition to its report on foreign students, the institute conducted a new survey of foreign scholars working at U.S. colleges and universities. The 176 Ph.D-granting institutions that responded to the survey reported that they employed 46,479 foreign scholars. As with students, the largest proportion of foreign scholars—47 per cent—came from Asia.

About 72 per cent of the foreign scholars focused on research, while 13 per cent spent most of their time teaching and 15 per cent took part in some combination of the two. Roughly 60 per cent were employed in the sciences.

Of the institutions surveyed, Harvard University reported the largest number of foreign scholars, with 2,132. The University of California at Berkeley reported employing 1,882 foreign scholars and Stanford University reported 1,880.

Copies of the 200-page report, "Open Doors, 1989-90," are available for $34.95 from I.I.E Books, 809 United Nations Plaza, New York 10017-3580. ■

FACT FILE: Foreign Students in U.S. Institutions, 1989-90

Institutions with largest enrollments

Rank	Institution	Number of foreign students	Proportion of total enrollment
1.	Miami-Dade Community College	5,518	12.3%
2.	University of Southern California	3,705	13.7
3.	University of Texas, Austin	3,588	7.1
4.	University of Wisconsin, Madison	3,295	7.5
5.	Boston University	3,248	11.4
6.	University of California, Los Angeles	3,126	8.6
7.	Ohio State University, main campus	2,887	5.5
8.	Columbia University	2,849	14.8
9.	University of Illinois, Urbana-Champaign	2,794	8.2
10.	University of Pennsylvania	2,778	13.7
11.	Southern Illinois University, Carbondale	2,615	10.6
12.	University of Minnesota–Twin Cities	2,555	4.4
13.	University of Michigan, Ann Arbor	2,465	6.8
14.	University of Maryland, College Park	2,397	6.7
15.	University of Houston, University Park	2,332	7.2
16.	Northeastern University	2,288	6.4
17.	Purdue University, main campus	2,277	6.4
18.	Michigan State University	2,270	5.3
19.	University of Arizona	2,253	6.4
20.	Harvard University	2,246	13.2
21.	George Washington University	2,207	11.6
22.	State University of New York, Buffalo	2,192	8.0
23.	Iowa State University	2,160	8.5
24.	Texas A&M University, main campus	2,156	5.3
25.	University of California, Berkeley	2,143	6.9
26.	Cornell University	2,138	11.3
27.	Arizona State University	2,132	4.9
28.	New York University	2,102	6.8
29.	Stanford University	2,081	15.6
30.	Indiana University, Bloomington	2,066	6.2
31.	Pennsylvania State University, main campus	2,059	5.5
32.	Massachusetts Institute of Technology	2,049	21.5
33.	California State University, Los Angeles	2,028	9.7
34.	Rutgers University	1,988	6.0
35.	University of Iowa	1,888	6.5
36.	University of Florida	1,880	5.5
37.	New Jersey Institute of Technology	1,864	23.9
38.	University of Hawaii, Manoa	1,850	10.2
39.	University of Kansas	1,837	7.0
40.	Oregon State University	1,817	11.4
41.	Brigham Young University	1,799	6.5
42.	University of Miami	1,756	12.6
43.	California State University, Long Beach	1,750	5.3
44.	University of Missouri, Columbia	1,712	7.1
45.	University of Washington	1,681	5.1
46.	University of Toledo	1,640	6.9
47.	University of Massachusetts, Amherst	1,639	6.3
48.	Howard University	1,614	14.4
48.	Temple University	1,614	5.2
50.	San Francisco State University	1,611	5.5
51.	City University of New York, City College	1,610	9.9
52.	University of Illinois, Chicago	1,586	6.6
53.	State University of New York, Stony Brook	1,566	10.4
54.	Northern Virginia Community College	1,562	4.4
55.	Syracuse University	1,539	9.0
56.	Oklahoma State University, main campus	1,494	7.5
57.	Wayne State University	1,457	4.5
58.	Virginia Polytechnic Institute and State University	1,437	6.3
59.	University of Oregon, main campus	1,435	8.1
60.	University of Pittsburgh	1,412	5.0
61.	American University	1,382	11.9
62.	University of North Texas	1,363	5.1
63.	City University of New York, Baruch College	1,343	8.1
64.	Florida International University	1,234	6.3
65.	University of California, San Diego	1,210	6.9
66.	University of Utah	1,201	4.9
67.	University of California, San Francisco	1,200	32.3
68.	University of the District of Columbia	1,196	10.1
69.	Ohio University	1,190	6.7
70.	Louisiana State University, Baton Rouge	1,177	4.5
71.	University of Georgia	1,168	4.3
72.	University of California, Davis	1,167	5.2
73.	University of Oklahoma, Norman	1,137	5.9
74.	Kansas State University	1,136	5.6
75.	Wichita State University	1,134	6.5
76.	University of Texas, Arlington	1,130	4.7
77.	Southern University and A&M College main campus	1,100	12.8
78.	North Carolina State University	1,083	4.1
79.	Yale University	1,082	10.0
80.	University of Cincinnati	1,080	3.0
81.	Georgetown University	1,066	9.4

Distribution by field of study

Field of study	1988-89 Number of foreign students	1988-89 Proportion of foreign students	1989-90 Number of foreign students	1989-90 Proportion of foreign students
Agriculture	8,370	2.3%	8,310	2.1%
Allied health	3,500	1.0	3,860	1.0
Architecture & environmental design	5,720	1.6	5,670	1.5
Area & ethnic studies	1,170	0.3	1,520	0.4
Business & management	69,320	18.9	75,570	19.5
Communications	5,520	1.5	6,040	1.6
Communications technologies	350	0.1	570	0.1
Computer & information sciences	26,970	7.3	27,660	7.2
Education	11,210	3.1	11,210	2.9
Engineering	72,710	19.8	73,420	19.0
English language	16,020	4.4	19,120	5.0
Foreign languages	3,870	1.1	4,080	1.0
Health sciences	11,730	3.2	11,490	3.0
Home economics	1,920	0.5	1,980	0.5
Industrial arts	650	0.2	590	0.1
Law	2,130	0.6	2,200	0.6
Letters	5,410	1.5	6,270	1.6
Liberal & general studies	13,050	3.6	15,240	3.9
Library & archival sciences	720	0.2	850	0.2
Life sciences	11,590	3.2	12,610	3.2
Mathematics	8,290	2.3	8,550	2.2
Military sciences	170	—	140	—
Military technologies	20	—	70	—
Multi / interdisciplinary studies	1,960	0.5	1,970	0.5
Parks & recreation	260	0.1	230	0.1
Personal & social development	2,120	0.6	2,540	0.7
Philosophy & religion	1,680	0.5	1,930	0.5
Physical sciences	18,240	4.9	18,850	4.9
Protective services	570	0.2	550	0.1
Psychology	3,660	1.0	3,900	1.0
Public affairs	3,000	0.7	3,260	0.8
Science technologies	1,490	0.4	1,450	0.4
Social sciences	19,640	5.4	19,120	5.0
Theology	3,090	0.7	2,950	0.8
Visual & performing arts	10,370	2.8	11,190	2.9
Vocational home economics	220	0.1	280	0.1
Undeclared	19,640	5.4	21,610	5.6
Total	366,350	100.0%	386,850	100.0%

Where they come from

Rank	Country or territory	Students
1.	China	33,390
2.	Taiwan	30,960
3.	Japan	29,840
4.	India	26,240
5.	Republic of Korea	21,710
6.	Canada	17,870
7.	Malaysia	14,110
8.	Hong Kong	11,230
9.	Indonesia	9,390
10.	Iran	7,440
11.	United Kingdom	7,100
12.	Pakistan	7,070
13.	West Germany	6,750
14.	Thailand	6,630
15.	Mexico	6,540
16.	France	5,340
17.	Jordan	5,250
18.	Philippines	4,540
19.	Nigeria	4,480
20.	Lebanon	4,450
21.	Singapore	4,440
22.	Greece	4,430
23.	Saudi Arabia	4,110
24.	Brazil	3,730
25.	Spain	3,640
26.	Turkey	3,400
27.	Colombia	3,320
28.	Israel	2,910
29.	Jamaica	2,850
30.	Peru	2,750
31.	Venezuela	2,740
32.	Bangladesh	2,470
33.	Nicaragua	2,450
34.	Italy	2,370
35.	Kuwait	2,280
36.	Panama	2,260
37.	Sri Lanka	2,210
38.	Kenya	2,200
39.	Norway	2,160
39.	Trinidad & Tobago	2,160
41.	South Africa	2,050
42.	Ethiopia	2,020
43.	Vietnam	1,850
44.	Netherlands	1,840
45.	Argentina	1,810
46.	Cyprus	1,750
47.	Australia	1,740
47.	Sweden	1,740
49.	Egypt	1,700
50.	Bahamas	1,640
51.	Syria	1,500
52.	Haiti	1,490
53.	Honduras	1,470
54.	United Arab Emirates	1,450
55.	Ireland	1,380
56.	El Salvador	1,370
57.	Cameroon	1,240
57.	Switzerland	1,240
59.	Ecuador	1,170
60.	Morocco	1,140
61.	Chile	1,100
62.	Yugoslavia	1,070
63.	Bolivia	1,060
64.	Costa Rica	1,060
65.	Ghana	1,030
65.	Guatemala	1,030
67.	Poland	1,010

Note: Includes only countries with over 1,000 students in U.S. institutions.

Number of foreign students by state

1.	California 54,178	14.	Maryland 6,952	27.	Utah 4,862	40.	New Mexico 1,399
2.	New York 38,350	15.	Washington 6,858	28.	Colorado 4,681	41.	North Dakota 1,341
3.	Texas 24,170	16.	Arizona 6,763	29.	Connecticut 4,636	42.	New Hampshire 1,262
4.	Massachusetts 20,840	17.	Iowa 6,735	30.	Alabama 4,513	43.	Vermont 1,206
5.	Florida 20,364	18.	Missouri 6,620	31.	Tennessee 4,247	44.	Idaho 1,150
6.	Illinois 16,816	19.	Wisconsin 6,438	32.	Hawaii 4,190	45.	Delaware 1,003
7.	Pennsylvania 15,803	20.	Oregon 6,403	33.	Kentucky 2,543	46.	Maine 902
8.	Ohio 13,856	21.	Kansas 6,009	34.	South Carolina 2,381	47.	Nevada 783
9.	Michigan 13,555	22.	Oklahoma 5,989	35.	Mississippi 1,941	48.	Montana 770
10.	New Jersey 9,608	23.	Georgia 5,980	36.	Nebraska 1,918	49.	South Dakota 758
11.	District of Columbia 9,487	24.	North Carolina 5,764	37.	Rhode Island 1,858	50.	Wyoming 527
12.	Indiana 7,575	25.	Louisiana 5,535	38.	Arkansas 1,710	51.	Alaska 364
13.	Virginia 6,970	26.	Minnesota 5,446	39.	West Virginia 1,417		

SOURCE: INSTITUTE OF INTERNATIONAL EDUCATION

ATHLETICS NOTES

- **High-school athletes seen as unrealistic about their futures**
- **Arkansas moves to limit use of public funds for college sports**
- **Chapel Hill will get $200,000 from U. of N.C. athletics dept.**

High-school athletes—particularly black athletes—have unrealistically high expectations about their chances of playing sports in college and in the professional leagues, a new survey shows.

The poll, conducted by Louis Harris and Associates for Northeastern University's Center for the Study of Sport in Society, revealed that all of the male football and basketball players questioned believed they would go on to play in college. About 32 per cent of them believed they could play professionally.

Over all, 59 per cent of the black athletes who were surveyed believed they would go on to play in college, and 43 per cent said they thought they could play professionally. Thirty-nine per cent of white athletes believed they could play in college, and 16 per cent thought they could play in the pros.

In reality, only about 1 per cent of high-school athletes play varsity sports in college. And just one in 10,000 high-school football and basketball players go on to play professional football or basketball.

"For decades, the media and people in education and sports have been touting the possibility of young black people making the pros," said Richard E. Lapchick, director of the Northeastern center. "That's the bad news out of this."

Mr. Lapchick said he found some positive news in the poll's results, too. He noted that 79 per cent of the athletes agreed that students should be required to maintain a "C" average to remain eligible for sports.

"If these results are accurate," he said, "the message that academics and athletics need to be balanced is starting to seep in."

The Harris survey questioned 1,865 10th, 11th, and 12th graders, about 70 per cent of whom either were playing varsity sports at the time or had played them some time during high school. In the study, students were asked a range of questions about racism and their own racial attitudes, as well as the questions about sports.

Among the survey's other findings:

- By a 61-to-36-per-cent margin, high-school athletes said they believed that playing sports had helped them "in becoming a better student." That was especially true for black students, 79 per cent of whom said they benefited academically from playing sports.
- Thirty-six per cent of the students said they personally knew an athlete who had used steroids.
- Sixty-four per cent of high-school students said that athletes were as intelligent as non-athletes, but 16 per cent said athletes were less intelligent.

■

Public colleges in Arkansas that spend more than $350,000 in state money on their sports programs would be forced to create a separate athletics fee for students under a plan offered to the legislature this month by the state's Board of Regents.

Under a state higher-education policy that was set in 1983, colleges are allowed to use up to $350,000 in general-revenue money—from other auxiliary enterprises like housing or food services, for example—to pay for their sports programs. But many Arkansas colleges have surpassed that total in recent years, and the state has been trying to find ways to limit the use of public funds for sports.

The new policy, which must be approved by the state legislature, would require colleges that wish to use more than $350,000 in state money to create an athletics fee for students. "That way, students will understand exactly what those fees are being used for," said Diane Gilleland, director of Arkansas's Department of Higher Education. She described the new measure as an accounting issue and a "public-disclosure issue."

■

Academic programs at the University of North Carolina at Chapel Hill will get a $1-million boost from the Tar Heel athletics department, the university announced last month.

The Chapel Hill sports program promised to donate the first $200,000 in revenues from post-season competition in each of the next five years to support academic programs that are being hurt by budget cuts. The money has not been earmarked for specific purposes, but will give the university "greater flexibility," said the chancellor, Paul Hardin.

Such gifts are not unheard of, although donations of this size are unusual. The athletics department at the University of Tennessee at Knoxville, for instance, added $200,000 in football profits this fall to an endowment fund for the university's libraries.

The Louisiana State University sports program has also made several contributions to other departments. —DOUGLAS LEDERMAN

■

Briefly Noted

- A former football coach and a former men's basketball coach at Prairie View A&M University were indicted late last month, bringing to seven the number of current and former Prairie View officials charged in an inquiry into possible financial wrongdoing in the athletics department.
- Trinity University trustees have voted to withdraw the university's tennis program from the N.C.A.A.'s Division I and return it to non-scholarship status.
- A Louisiana district court judge has ordered the state to pay $275,000 to Bob Brodhead, former athletics director at Southeastern Louisiana University, for breaching his contract. The university had hired Mr. Brodhead in June 1988 to try to resuscitate its football program. It fired him less than a year later. The state's Board of Regents said it would appeal the ruling.

NCAA Budgets, 1989 and 1990

Revenues

	1989	1990	Change
Television	$ 1,425,000	$118,295,000	n/c[1]
Division I men's basketball	74,248,000	11,848,500	n/c[1]
Grants	0	10,618,200	n/c[2]
Other Division I championships	7,733,000	6,064,000	− 22%
Merchandising	3,632,500	5,363,500	+ 48
Investments	1,900,000	2,271,000	+ 20
Publishing	1,263,000	1,330,500	+ 5
NCAA Foundation	854,000	1,012,000	+ 18
Membership dues	870,000	870,000	0
Division II championships	665,000	838,000	+ 26
Communications	1,033,500	806,100	− 22
General	190,000	415,200	+119
Division III championships	364,000	393,000	+ 8
Visitors center	0	375,000	n/c
Contributions	3,050,000	100,000	− 97
Transfer from unallocated surplus	1,000,000	0	n/c
Total revenue	$98,228,000	$160,600,000	+ 63%

Expenditures

	1989	1990	Change
Distribution to members			
Division I men's basketball	$36,227,200	$32,000,000	− 12%
Broad-based programs	0	32,000,000	n/c
Academic enhancement	0	7,300,000	n/c
Conference grants	3,535,000	5,356,000	+ 52
Grants to affiliates	91,700	104,500	+ 14
Royalties	1,157,000	974,800	− 16
Championships			
Division I men's basketball	6,527,800	9,925,400	+ 52
Other Division I championships	11,853,000	12,844,200	+ 8
Division II championships	2,997,000	4,219,000	+ 41
Division III championships	2,806,000	4,672,000	+ 67
Youth sports programs	659,500	11,822,800	n/c[2]
General	5,682,300	6,345,600	+ 12
Communications department	3,501,000	4,978,200	+ 42
Drug testing and education	2,280,000	4,296,000	+ 88
Publishing department	2,539,000	3,188,000	+ 26
Enforcement department	1,915,000	2,293,000	+ 20
Executive department	1,892,000	2,273,000	+ 20
Visitors center	3,321,000	1,893,500	− 43
Championships department	1,184,000	1,695,000	+ 43
Administration department	1,435,500	1,614,000	+ 12
Legal services	1,750,000	1,600,000	− 9
Committees	1,391,000	1,550,000	+ 11
Business department	1,015,000	1,396,000	+ 38
Legislative services department	1,021,000	1,341,000	+ 31
Scholarships	1,035,000	1,285,000	+ 24
Insurance	785,000	1,135,000	+ 45
Compliance services	860,500	1,050,000	+ 22
Convention / Honors Banquet	409,000	790,000	+ 93
Research	357,500	658,000	+ 84
Total expenditures	$98,228,000	$160,600,000	+ 63%

n/c—not comparable

[1] In the past, the NCAA had individual television contracts for different sports, and hence the revenue from those deals was included in the budget lines for each championship that was televised. The new seven-year deal with CBS covers 18 different sports, and the NCAA has placed the revenues in a category exclusively for television.

[2] The NCAA has changed its budget procedures this year to take note of a $10.6-million grant from the federal government for its National Youth Sports Program. The association has received the money—which it passes on to its members that sponsor the youth programs—in past years, but has not typically included it in its budget.

SOURCE: NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

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News Summary

Articles on inside pages

Science historians are seeking a clearer definition and more detailed study of expensive "big science" projects: Page A5.

Work on smart materials, synthetic articles that can learn and repair themselves, heralds a new age, some scientists say: Page A6.

Moves toward independence at several church-related colleges have alarmed Southern Baptist leaders: Page A15.

Bernice R. Sandler was dismissed after nearly 20 years as head of the women's project at the Association of American Colleges: Page A15.

Two court cases may help define when and how animal-rights activists can bring suits to block animal research: Page A21.

The women's dance squads at the Universities of Illinois and Minnesota are under attack for perpetuating sexist stereotypes: Page A30.

The renegade image of the basketball program and its coach is worrying some at the U. of Nevada at Las Vegas: Page A33.

Black and Afrikaner students at universities across South Africa are talking with one another: Page A37.

Britain's new Prime Minister, John Major, is the first person with no college education to gain the office since Winston Churchill did so in 1940: Page A37.

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Education Secretary Calls on Colleges to Hold Down Costs

Asks news media to correct idea that institutions are unaffordable

By THOMAS J. DeLOUGHRY

WASHINGTON

Education Secretary Lauro F. Cavazos called on college presidents last week to hold down tuition costs by making "tough choices" about what programs their institutions offer.

The Secretary also appealed to the news media to do their part to correct the "misperception" among parents and schoolchildren that college is unaffordable. He charged that reports of $20,000 tuition charges on some campuses had made many low-income children believe that college was out of reach, and had prompted them to select high-school courses that do not prepare them for college.

Congress should provide "good colleges" with relief from some federal regulations, campus officials say: Page A21.

The Secretary made his remarks at a press conference called to release three publications: a report on rising costs in higher education, another on the results of a survey of college finance officers, and a handbook intended to help college presidents make decisions about keeping costs down.

"While college tuitions have increased rapidly during the past decade, college is still affordable and within the reach of everyone who is qualified and wants to attend," Mr. Cavazos told reporters.

"Only a small number of students attend the high-cost institutions that we hear so much about," he said, noting that nearly half of the country's college students pay less than $2,000 a year for tuition.

Mr. Cavazos said many children who be-

Continued on Page A26

'SIGNS OF BAD TIMES'

Colleges Feel Effects of Economic Downturn in Student Aid, Endowments, Job Hunting

By KAREN GRASSMUCK

Signs of the country's economic downturn are beginning to appear at colleges and universities across the country.

The sagging economy is most evident in university offices that deal with employment, financial aid, and endowments. At institutions in the Northeast, where company layoffs have been particularly severe, lines have lengthened in college employment offices. In financial-aid offices, stacks of grant and loan applications are thicker than they were last year.

Growth in university endowments also has slowed. Falling real-estate prices have spurred some university officials to downgrade the value of their investments. "We had to write down the value of our commercial real estate this year, for the first time," says Richard Spies, vice-president for finance at Princeton University.

Development officers worry that donors, feeling pinched by the slowdown, may be less generous in giving to charity at year's end.

Yet as the country's economic winter spreads, there's some cause for optimism: Enrollments are on the rise at a number of institutions, particularly those with adult-education and pre-professional programs. The increases mean more revenues for colleges, offsetting some budget cuts, administrators hope.

'Wall Street Is Hemorrhaging'

Still, many institutions, especially those in the Northeast, are preparing for the worst.

At Columbia University, the business school's fund-raising campaign is off to a shaky start because many alumni are out of work as a result of layoffs at many New York corporations and Wall Street brokerage houses. The university is trying to raise $1.15-billion in a five-year capital campaign, about $100-million of which will go to the business school.

Columbia's alumni "just can't make the kind of giving decisions they could when things were more prosperous," says George A. Brakeley, III, president of Brakeley, John Price Jones Inc., a fund-raising consulting company.

"Wall Street is just hemorrhaging

Continued on Page A27

More College Students Choose Academic Majors That Meet Social and Environmental Concerns

By SUSAN DODGE

Worried about problems ranging from urban poverty to acid rain, more and more college students are choosing academic majors that meet their concerns about their communities and the environment.

Although a steady number of students are still focusing on business and engineering, more undergraduates are majoring in such subjects as environmental studies, international development, and urban studies. Other community-service–oriented disciplines are experiencing a resurgence—among them education, psychology, and sociology.

Until recently, many students channeled their concern about social and environmental issues into extracurricular activities, working in soup kitchens, building low-income housing, and starting recycling projects on campus. Colleges and universities have encouraged such activities, and some institutions have even required students to participate in community service (*The Chronicle*, June 6).

But more undergraduates now are transforming what were once hobbies into full-time academic pursuits. The students are choosing majors that will allow them to

Continued on Page A31

Definition of Faculty Scholarship Must Be Expanded to Include Teaching, Carnegie Foundation Says

By COURTNEY LEATHERMAN

In a report it hopes will lead to fundamental changes in the way professors are rewarded, the Carnegie Foundation for the Advancement of Teaching has called for an expanded definition of faculty scholarship that would include teaching and other activities.

The report, scheduled to be released this week, has stirred interest among higher-education officials since a draft of it was first discussed in April (*The Chronicle*, April 11). But many remain skeptical about whether the changes it recommends will come soon.

The report, "Scholarship Reconsidered: Priorities of the Professoriate," came amid widespread discussion about the need to improve undergraduate teaching and amid growing faculty discontent with an academic system that many feel rewards professors mainly for their research and publications. (An earlier version of the report was called "The New American Scholar.")

The report proposes that scholarship be defined as having four components:

- The discovery of new knowledge;
- The integration of knowledge;
- The application of knowledge; and
- Teaching.

An expanded view of research, the report suggests, would lead to an improved faculty-reward system by placing other types of scholarly activities on an equal

Continued on Page A16

Cavazos Advised to Delay Approval of Middle States Unit

A panel challenges the accrediting group's policy encouraging reviews of colleges' efforts to recruit members of minority groups: Page A21.

MARGINALIA

Notice in a bulletin at Wofford College:

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Sorry. You've repelled us.

■

Letter to the parents of students at Western Carolina University:

"It's that time of year again. Each semester the WCU Residence Hall Councils, Association, and staff sponsor a Final Exam Care Package Program for all residence hall students. These packages are provided to the residents just before exams begin.

"The exam package contains drinks, fruits, cookies, snack crackers, snack cakes, chips, candy bars, raisins, peanuts, granola bars, gum, and hard candies. . . ."

Exam time can't be *that* bad.

■

From *Employment Handbook for Professional Staff*, a publication at the State University of New York College at Oneonta:

"2.14 *Drug Free Workplace*

". . . An employee will be allowed to work if the supervisor has good reason to believe that the employee is under the influence of or impaired by alcohol or controlled substances."

An odd approach, but let's try it.

■

The Preface, a newspaper at Indiana University at South Bend, recently advertised for "Poofreaders."

"The Preface Needs YOU!" the ad said, with feeling.

■

From *The University Crescent*, the student paper at the University of Evansville:

"Lawrence's appearance will inaugurate the University of Evansville's Outstanding Writers Series, which will bring a prominent professional to the campus each year.

" 'We're looking primarily for living, celebrated writers,' said Richardson."

That would make things pleasanter for everyone.

■

Headline in the *University* [of Virginia] *Journal:*

CHILD CARE CENTER FOR FACULTY PLANNED

■

From a pre-Thanksgiving-holiday memo from the president of Union College in Kentucky to the faculty and staff:

"Juanita and I take this opportunity to wish you a safe and happy holiday. God's speed should you be on the road."

That's 55 m.p.h. in built-up areas?

—C.G.

In Brief

Data on Students Show More Infected With AIDS

New data from a continuing study of AIDS infection among college students suggest that the rate of infection may be slightly higher than originally reported.

Richard P. Keeling, a principal investigator for the study, said incomplete results from its second year suggested that from 2 to 2.3 students in every thousand are infected. In its first year, the study found 2 infected students in every thousand.

Dr. Keeling, who is director of the University of Virginia's student-health service, said the new data were probably more reliable than the first year's, but he said they did not mean the rate of infection among students had risen. He attributed the increase to improvements in the study's design and to a rise in the number of campuses from which blood samples were collected.

"There really is a pool of H.I.V. on campuses," said Dr. Keeling. He said, however, that many students had not adopted safer sexual practices. "And given the realities of behavior," he said, "it's entirely feasible to imagine a much wider course of infection over the next decade."

The New England Journal of Medicine published final results from the first year of the study last week. The article said that students over age 24 were far more likely to be infected than those who were younger, and that men were far more likely to be infected than women. The study is being conducted by the Centers for Disease Control and the American College Health Association.

Board Rules Pitt Faculty May Bargain Collectively

PITTSBURGH — Overturning a decision by one of its officers, the Pennsylvania Labor Relations Board has ruled that full-time professors at the University of Pittsburgh have the right to bargain collectively.

An election is expected to be held by next spring, according to a spokesman for the United Faculty of Pittsburgh, the union seeking to represent the university's 2,200 full- and part-time professors. The union has a joint affiliation with the American Federation of Teachers (A.F.L.-C.I.O.) and the American Association of University Professors.

A lawyer for the university said it would not appeal the decision, at least until after the election.

In 1987, a board examiner ruled that Pittsburgh's full-time faculty members enjoyed similar working conditions as professors at Yeshiva University.

Seven years earlier, the U.S. Supreme Court ruled that Yeshiva professors had enough of a managerial role to bar them from collective bargaining. The decision, which has effectively halted the unionization of professors at private institutions, has had little effect on public institutions, where collective bargaining is governed by state, not federal, laws.

Pittsburgh is one of only four public institutions where objections to faculty unionization have been based on the *Yeshiva* ruling. In each case, state labor agencies have rejected the *Yeshiva* claims.

Campus Hebrew House Defiled by Vandals

ST. PAUL—Three men from the neighborhood near Macalester College were arrested last week in connection with an anti-Semitic incident on the campus.

The St. Paul Police Department said the three entered Hebrew House and left beer bottles, cigarette butts, and a bowl of human waste in the kosher kitchen. A note with an anti-Semitic message was signed "Aryan Youth Movement." Hebrew House is part of a

English Professor Wins National Book Award

NEW YORK

Charles Johnson, a professor of English at the University of Washington, was named winner of the National Book Award for fiction last week for his novel *Middle Passage*, published by Atheneum Press.

"I've been waiting my entire life for this," said Mr. Johnson (*right*) in an emotional acceptance speech at the award ceremonies here. The award carries a $10,000 prize.

JOAN JOHNSON

Set in the 1830's, *Middle Passage* is the story of Rutherford Calhoun, a recently freed and roguish slave who stows away on a ship bound, he discovers too late, for Africa to collect more slaves. Calhoun joins the voyage to escape debts and responsibilities, but the nature of the expedition leads him through a troubled self-discovery in a book that has been described as both an adventure-at-sea novel and a philosophical rumination.

Mr. Johnson said *Middle Passage* was intended to be "a serious entertainment, one that takes black fiction in America into hitherto unexplored regions of our cultural life." He said he had spent six years on the painstaking historical research for the novel, and two years writing it.

Mr. Johnson, until this year the director of the University of Washington's creative-writing program, is the author of two other novels, *Faith and the Good Thing* and *Oxherding Tale*, as well as a collection of short stories and *Being and Race: Black Writing Since 1970*, published in 1988.

In accepting the award, Mr. Johnson said his career had been inspired by Ralph Ellison, who was in the audience and whose novel *Invisible Man* made him, in 1953, the first black writer ever to win the National Book Award. There have been four.

Dispute Among Judges

The award was marked by a public dispute among jury members, one of whom said the selection of the finalists appeared to have been informed by a "moral self-righteousness" that had placed cultural diversity ahead of literary quality and style.

In his acceptance speech, Mr. Johnson predicted a shift in black American fiction "from narrow complaint to broad celebration."

—PETER MONAGHAN

Exchange at U. of Hawaii Sparks Debates Over Academic Freedom

HONOLULU

Professors, students, and administrators at the University of Hawaii at Manoa have been questioning the boundaries of academic freedom ever since a Hawaiian professor told a white student he should go back to the mainland.

The university's president, Albert J. Simone, has requested a review of the incident and of what constitutes "the appropriate exercise" of academic freedom. Some here have suggested that the professor, Haunani-Kay Trask, who teaches Hawaiian studies and is director of the Center for Hawaiian Studies, overstepped academic-freedom boundaries.

The incident began in September, when the student, Joey Carter, wrote a column in the campus newspaper about the difficulties of being a white male in Hawaii. As a *haole*, the Hawaiian word for white person, he said he was subject to "Caucasian-bashing."

Presence Called 'a Luxury'

In a responding column, Ms. Trask wrote that Hawaiians, whose native language had been suppressed, were entitled to use their own descriptive words in their own land. She also called Mr. Carter "a privileged member of American society" whose presence in Hawaii was "a luxury provided him through centuries of white conquest."

"Hawaiians could certainly benefit from one less *haole* in our land," she wrote. "In fact, United Airlines has dozens of flights to the U.S. continent every day, Mr. Carter. Why don't you take one?"

Mr. Carter, a philosophy student, left Hawaii soon afterward, but recently returned. In an interview, he said he had left partly because he felt intimidated by the tensions that arose after the incident, and partly for personal reasons. Last week he filed a grievance with the university.

'A Climate of Intimidation'

Known as an outspoken professor, Ms. Trask contends that as a professor and faculty-union member she can say whatever she wants. "How can I intimidate someone I never met?" she said in an interview. "I think the real issue is, they don't like what I said."

Although many professors here have supported Ms. Trask's right to speak freely, some have argued that she is an administrator and thus does not have the same rights as professors. The philosophy department adopted a resolution criticizing Ms. Trask for contributing to "a climate of intimidation." Had a white professor in the United States suggested that a black student return to Africa, it said, "this would be condemned as racist."

Said the department's chairman, Larry Laudan: "Academic freedom doesn't amount to a license to harass students because of their skin color." He has urged the university to remove Ms. Trask from her director's job.

Since the incident, the campus newspaper, *Ka Leo O Hawaii*, has published numerous angry letters on both sides. Ms. Trask said she was pleased that "all the historical issues have come to the fore." —CAROLYN J. MOONEY

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Colleges Are Feeling Effects of Economic Downturn

Continued From Preceding Page
sense of urgency accompanying a recession may make budget cuts easier to swallow. Austerity, the thinking goes, will force institutions to sharpen their focus on academic priorities.

"The silver lining on the cloud of recession should be identifying one's central mission and shifting resources to meet it," says S. Frederick Starr, president of Oberlin College. Oberlin's budget projections for next year call for a 4-per-cent to 5-per-cent reduction in overall spending. "The strongest institutions will cut fastest and farthest," Mr. Starr adds.

Avoiding the Pinch

As Oberlin considers ways to pare its budget, other colleges are stepping up their efforts to ease the economic pinch.

Cape Cod Community College is asking students and faculty and staff members for donations to a "Survival Fund," to keep the college open and prevent layoffs threatened by budget reductions. Many faculty members have pledged a week's salary to the cause. Some students are pledging $5 a month, and nursing students are contributing the change from their purses every week to aid the effort.

To avoid layoffs because of state budget cuts, the University of North Carolina at Chapel Hill has frozen hiring and postponed plans to buy new equipment. It also plans to scale back the celebration of its bicentennial in 1993.

Quinnipiac College is among the few New England colleges that seem to have prospered despite the recession in its region. It has cut associate-degree programs in data processing and administrative-assistant training and plans to phase out its associate degree in nursing. Sharpening its focus on four-year allied-health degrees and business programs, combined with a marketing push, has paid off for Quinnipiac with a 21-per-cent increase in enrollment over the past four years.

Development officers at some institutions are planning to broaden their base of donors. Colleges traditionally have counted on 10 to 15 per cent of their donors to provide 90 per cent of the philanthropic dollars. During the downturn, colleges will strive to increase the number of donors to offset a decline in the size of gifts, says Roger Penland, director of development at Lafayette College.

Many fund raisers say there has been no negative impact so far on fund-raising efforts, but some of them say the outlook is gloomy.

Says Mr. Brakeley: "I wouldn't be surprised if we see a drop-off in giving over all" from last year, when higher education received $8.9-billion from all private sources.

Mr. Brakeley says he is concerned that in tough times the public may take a dim view of the hundred-million and billion-dollar goals set by many institutions in the last few years. Smaller incomes will force many people to give less, he predicts.

'Wise to Readjust'

Other development officers concur. "Those planning for continued, significant growth in annual voluntary financial support in this recession would probably be wise to readjust their estimates," says Michael A. MacDowell, vice-president for external affairs at Hartwick College.

That assessment may apply to university endowments, as well. Early results from an annual survey by the National Association of College and University Business Officers indicate that university endowments grew by 9.6 per cent in 1989-90, signaling the beginning of a less-robust decade for investment growth (*The Chronicle*, November 14). The year before, endowments grew by 14.1 per cent.

Growth of Princeton University's endowment, for example, has dropped 5 per cent from the previous quarter, says Mr. Spies, the vice-president for finance.

In addition, the university has written down the value of a conference center and an office and research park that it owns, to reflect the drop in the local real-estate industry. Princeton recently revised its estimate of the market value of the Princeton-Forrestal Center from about $80-million to about $60-million, Mr. Spies says, adding: "We're seeing less optimistic views of returns on investments."

Rise in Requests for Aid

Colleges in New England, meanwhile, are weathering one of the country's worst regional recessions. In New Hampshire, Keene State College has seen a large increase in the number of applications for financial aid, up from roughly 1,500 last year to 2,300 this year, says Patricia Blodgett, director of financial aid.

Ms. Blodgett says the number of applicants who appeal after being rejected for aid is also up. Many want their applications to be evaluated on the basis of 1990 rather than 1989 income. Along with their applications, she says, students

FOUNDATION NOTES

- **Exxon Education Fund gets new executive director, plans review of 2 programs**
- **J. Roderick MacArthur Fund says FBI kept files on its officials and activities**

The Exxon Education Foundation has a new executive director, Henry F. Ahnert, who replaces Donald L. Guertin.

Mr. Ahnert was employed by the Exxon Corporation from 1973 to 1986. He comes to the foundation after serving as the managing director of a venture-capital company in Hong Kong. Mr. Guertin left the foundation last summer to become a private consultant.

The foundation, which moved this year to Irving, Tex., along with the Exxon Corporation, gave about $8-million last year through a matching-gifts program for colleges and universities, and an equal amount in grant-making programs supporting both secondary and higher education.

Two grant programs in higher education are expected to be reviewed next year, Mr. Ahnert said in an interview. One assesses "what works and why" in general education at colleges and universities. Foundation trustees may consider providing money to institute some methods examined in the study, he said. The other project, based at Appalachian State University, is developing an inventory of developmental-education programs nationally.

"The sentiment among the trustees is that the foundation will continue to do something in higher education. Exactly what remains to be seen," Mr. Ahnert said.

■

The J. Roderick MacArthur Foundation has sued the Federal Bureau of Investigation, claiming the bureau spied on members of the foundation.

In a complaint filed by the American Civil Liberties Union, Lance E. Lindblom, president of the MacArthur fund, said the F.B.I. kept files on his and the foundation's activities, in violation of their constitutional and privacy rights. The suit claims that the files have had a "chilling effect" on Mr. Lindblom's and the foundation's First Amendment rights. The complaint asks a federal judge to release parts of the files that the F.B.I. previously refused to disclose and to destroy the files.

Some information on the fund, which awards grants to human-rights and civil-rights groups, was released in 1988 through a Freedom of Information request, but the agency blocked out some parts of the files on national-security grounds, according to the suit, filed in federal court in Washington.

According to a spokeswoman for the A.C.L.U., the foundation filed the information request after hearing that the agency had maintained files on other foundations.

The J. Roderick MacArthur Foundation was founded in 1976 by the son of John D. and Catherine T. MacArthur, who six years before had established a foundation in their own names. The younger foundation, which provided about $2.3-million in grants in 1989, seeks to "aid those who are inequitably or unjustly treated by established institutions."

Briefly Noted

■ The Foundation Center, the main clearinghouse of information on foundations and corporate philanthropy, has named Sara L. Engelhardt president. Ms. Engelhardt, now the center's executive vice-president, will succeed Thomas R. Buckman, who will step down in June. Before joining the center in 1987, Ms. Engelhardt was corporate secretary of the Carnegie Corporation of New York, where she also served as a program officer in higher education and philanthropy.

■ The Knight Foundation, which recently moved its headquarters from Akron, Ohio, to Miami, Fla., has expanded its staff from 8 to 14 employees. The move is characterized by foundation officers as a "logical outgrowth" of new activities at the foundation, which started a national grant-making program in higher education two years ago.

—LIZ McMILLEN

FACT FILE: 50 Large Foundations Ranked by 1989 Grant Payments

	1988 grants	1989 grants	1989 assets
1. Ford Foundation	$184,125,785	$217,669,414	$5,832,426,000
2. Pew Charitable Trusts	135,906,632	137,083,529	3,321,890,529
3. W. K. Kellogg Foundation	105,058,823	106,948,094	4,201,240,259
4. Robert Wood Johnson Foundation	87,552,000	98,600,000	2,608,347,000
5. John D. and Catherine T. MacArthur Foundation	103,600,000	95,332,920†	3,134,508,720
6. Lilly Endowment	79,651,035	92,510,387	3,357,904,453
7. Andrew W. Mellon Foundation	59,794,884	75,501,129	1,832,347,000
8. Rockefeller Foundation	55,668,194	65,717,663	2,140,244,924
9. Kresge Foundation	53,080,000	57,533,000	1,261,100,053
10. Harry and Jeanette Weinberg Foundation	20,029,705	53,706,000	560,117,000
11. New York Community Trust	42,816,275	46,422,562	829,783,809
12. Duke Endowment	43,193,502	45,940,739	990,835,850
13. Charles Stewart Mott Foundation	23,823,458	43,795,989	961,114,454
14. Lucille P. Markey Charitable Trust	37,617,733	43,115,626	215,460,532
15. Carnegie Corporation of New York	37,015,556	39,306,029	905,106,313
16. William and Flora Hewlett Foundation	31,925,422	36,970,028	687,664,000
17. Houston Endowment	10,874,517	35,966,333†	614,658,550
18. W. M. Keck Foundation	34,015,500	35,286,000	764,433,113
19. McKnight Foundation	33,520,000	31,961,975	917,641,548
20. AT&T Foundation	30,303,350	30,426,888	126,766,000
21. David and Lucille Packard Foundation	10,733,594	27,675,502	245,887,758
22. Cleveland Foundation	27,734,769	27,560,926	579,897,967
23. Chicago Community Trust	22,004,515	26,210,194	316,431,057
24. William Penn Foundation	23,294,749	25,417,928	470,442,587
25. General Motors Foundation	23,325,367	25,262,453†	169,056,275
26. Gannett Foundation	24,869,119	24,869,119†	547,540,276
27. Amoco Foundation	19,879,631	23,991,838	68,480,472
28. Ford Motor Company Fund	19,830,416	23,301,862	82,342,201
29. Lynde and Harry Bradley Foundation	23,040,293	23,040,293†	339,775,000
30. Orville D. & Ruth A. Merillat Foundation	22,377,750	22,377,750†	64,695,846
31. Communities Foundation of Texas	44,123,835	21,499,977	152,028,702
32. Marin Community Foundation	22,313,753	21,385,000	456,903,000
33. Starr Foundation	25,842,390	21,147,022†	464,860,690
34. Brown Foundation	16,783,500	21,090,350	413,019,005
35. James Irvine Foundation	19,440,661	20,487,000	540,000,000
36. Ahmanson Foundation	13,794,543	20,150,353	437,995,000
37. Robert R. McCormick Charitable Trust	16,246,546	19,904,476	630,994,902
38. U.S. WEST Foundation	n/a	19,708,234	6,069,021
39. Henry Luce Foundation	13,614,469	19,589,345	419,279,061
40. Arnold and Mabel Beckman Foundation	44,490,452	19,343,124	179,263,236
41. General Electric Foundation	18,578,199	18,834,164	32,613,000
42. J. E. and L. E. Mabee Foundation	13,047,900	18,664,903	494,281,654
43. Meadows Foundation	21,022,977	18,608,011	476,217,532
44. Xerox Foundation	11,973,896	18,500,000	18,500,000
45. Edna McConnell Clark Foundation	18,471,486	18,471,486	372,054,687
46. Exxon Educational Foundation	19,250,092	18,233,815	42,621,000
47. Surdna Foundation	14,465,586	18,205,539	312,534,326
48. Weingart Foundation	17,221,520	18,136,124	404,198,697
49. GTE Foundation	19,100,000	18,043,847	21,455,383
50. Annie E. Casey Foundation	n/a	17,755,391	580,000,000

n/a Data not available.
† Fiscal Year 1988.

SOURCE: THE FOUNDATION CENTER

Top Sports Programs' Costs Found to Outrun Inflation

OVERLAND PARK, KAN.

The cost of running a sports program in the National Collegiate Athletic Association's Division I rose at more than double the rate of inflation from 1985 to 1989, an N.C.A.A. survey shows.

At the 106 universities that play football at the N.C.A.A.'s top level, Division I-A, revenues slightly outdistanced expenses, on average.

But among other Division I colleges—those that play big-time basketball but play football outside Division I or not at all—revenues fell far short of meeting costs.

The study, which is conducted every four years by Mitchell H. Raiborn, an accounting professor at Bradley University, is the best available gauge of what the nation's colleges spend and earn on their sports programs. This year, 454 of the N.C.A.A.'s 803 member colleges responded to the survey.

Mr. Raiborn's study shows that both the costs and revenues of sports programs throughout the N.C.A.A. rose unabated from 1985 through 1989. Although the cost of living increased 15 per cent over that period, sports expenses at some N.C.A.A. colleges rose as much as five times that rate.

The costliest sports programs—those that play football at the Division I-A level—earned an average of $9,685,000 and spent $9,646,000 in 1989, compared with revenues of $6,833,000 and costs of $6,894,000 in 1985. The 42-per-cent rise in revenues and the 40-per-cent increase in costs far outpaced the 15-per-cent rate of inflation.

Mr. Raiborn attributes the large rise in expenses to two factors:

- The growth of the sports programs themselves, since the average Division I-A program included 34 more athletes in 1989 than it did in 1985.
- Increases in the cost of travel, equipment, and scholarships, all of which rose faster than the cost of living.

"The costs of things like football programs, and especially the cost of women's athletics programs, have skyrocketed in recent years," says Mr. Raiborn. "It is not mismanagement, or a lack of cost-consciousness that produces this result."

Michael Ervin, an assistant professor of sport management at the University of Massachusetts at Amherst, agrees that "line by line, the costs of doing business are just going up."

He also believes that college athletics directors have been lulled into complacency by the fact that they "know that the universities are going to come in at the end of the year and make up their deficits by raising student fees or siphoning off profits from other places."

He adds: "As long as athletics directors are not held to the same level of accountability as private businesses, where's the upper limit to expenses?"

48 Turned a Profit

While the Division I-A programs made a slight profit on average, 35 of the I-A universities responding to the survey, or 40 per cent of the universities that play big-time football, said they faced a deficit in 1989 that averaged $1,337,000. Forty-eight programs turned a profit in 1989, for an average of just over $1-million. Four institutions reported balanced budgets.

The figures suggest that reports of a growing gap between the haves and have-nots in big-time college sports are true.

"It shows the financial pressure on the bottom half," says Mr. Raiborn. "They are spending to keep up, but may not have the revenue production to make it work."

—DOUGLAS LEDERMAN

Athletics Revenues and Expenditures of NCAA Institutions

	Division I-A	Division I-AA	Division I-AAA	Division II With football	Division II No football	Division III With football	Division III No football
Average total revenues							
Fiscal year 1989	$9,685,000	$2,409,000	$1,197,000	$714,000	$429,000	$118,000	$133,000
Fiscal year 1985	6,833,000	1,616,000	609,000	469,000	349,000	70,000	97,000
Percentage increase	42%	49%	97%	52%	23%	69%	37%
Average total expenses							
Fiscal year 1989	$9,646,000	$3,191,000	$1,911,000	$1,161,000	$797,000	$518,000	$278,000
Fiscal year 1985	6,894,000	2,321,000	1,072,000	875,000	547,000	397,000	157,000
Percentage increase	40%	37%	78%	33%	46%	30%	77%

Note: Based on survey responses from 454 of the NCAA's 803 member institutions.

SOURCE: NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

UNLV Worries About the Image of Its Basketball Program

Continued From Page A34

hotels, was drawn to U.N.L.V. by basketball. She holds courtside seats at the university's 18,500-seat arena, travels to away games, and in her office displays basketballs signed by team members.

A Respected University

But now Ms. Wynn heads U.N.L.V.'s fund-raising foundation and, like many prominent Las Vegans, she has come to realize that the city must build a respected university if it wishes to tone down its neon-and-showgirl image and bring more new industry to town.

"The initial desire to have some kind of flashy thing going on here, I don't criticize," says Ms. Wynn. "But as a city, we've gotten more sophisticated, and the university is expected to provide things other than a flashy basketball program. What was appropriate for U.N.L.V. 15 years ago may not be appropriate today."

Mr. Maxson's "greatest accomplishment," says Mr. Fry, the history professor, "has been convincing the community that there really is something useful going on here other than basketball."

Virtually everyone here is hoping that a showdown between Mr. Maxson and Mr. Tarkanian never materializes. But university administrators have made it clear that in the future, they will not stand for "business as usual" in the basketball program. And for the first time, they say, if academic and basketball interests clashed seriously, academics might win out.

"Like many universities with powerful athletic programs, this one has had a coach with very powerful people with remarkably powerful constituencies behind him," says John C. Unrue, the university's senior vice-president and provost. "But now we have a very successful and powerful president who has strong constituencies behind him, likewise. There is a possibility for balance here that has not existed before." ■

Nevada-Las Vegas to Defend Basketball Title

Continued From Page A33

of sanctions that might be imposed as an alternative to the playoff ban.

In making its report last week, the infractions panel in return offered the university two options. The first would have forced Mr. Tarkanian to sit out the 1991 tournament, even if his team played in it, and would have barred U.N.L.V. from the 1992 tourney.

Nevada–Las Vegas officials selected the second, which includes the television ban and the 1992 postseason restriction. "It seemed terribly important to us that the national champions have the right to defend their title," said Robert C. Maxson, U.N.L.V.'s president.

Some sports officials questioned the wisdom of the infractions panel's decision, saying it might open the door for similar pleas from other colleges. But the panel said in its report last week that the Nevada–Las Vegas case was unique, and that it would not make a habit of altering sanctions on request.

Other sports officials said the university's complaint about punishing innocent players for old violations had made the N.C.A.A. seem vindictive and had swayed much of the recent public opinion about the case in U.N.L.V.'s favor. They called the panel's ruling a smart public-relations move.

Some observers said the panel could afford to be generous, since another inquiry into possible violations in the Rebel program is nearing its end. —DOUGLAS LEDERMAN

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News Summary

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In trying to save the rain forests, scientists should focus as much on cultural diversity as on biological diversity, scholars said: Page A5.

Computer malfunctions in telescopes on the shuttle *Columbia* hampered a mission to view supernova remnants and quasars: Page A5.

Rescinding a million-dollar severance plan, American U. instead offered its former president a teaching job starting in 1992: Page A16.

The role of universities in regulating conflicts of interest among biomedical researchers who receive federal money dominated discussion at a meeting of scientists and federal officials: Page A17.

Minority enrollment should be proportionate to a state's minority population, says a report on attracting minority students to college: Page A17.

The decision to let U.N.L.V. defend its basketball title was welcomed, but some officials saw damage to the credibility of the N.C.A.A.'s infractions panel: Page A25.

The U. of Helsinki is seething with student discontent over financial and governance issues: Page A27.

China's chaage against a student for his role in the pro-democracy movement has brought fear to the campus of Beijing U.: Page A27.

A virtual freeze in Spain's research budget for 1991 is prompting concern among scientists there: Page A27.

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Scholarships Set Up for Minority Students Are Called Illegal

Education Dept. statement stuns colleges; such awards are common

By SCOTT JASCHIK

WASHINGTON

The Education Department said last week that it was generally illegal for a college to offer a scholarship only to minority students.

The announcement stunned college officials. Such scholarships are commonplace and have been widely praised by educators as a sound way to attract minority students to college.

"I find this unbelievable in light of the experience of colleges over the last 30 years," said Brunetta R. Wolfman, associate vice-president for academic affairs at George Washington University. "It seems so inconsistent with the direction that everyone has been going. It's baffling."

Faulty Legal Reasoning Seen

Civil-rights activists said the department's decision had been based on faulty legal reasoning and would hurt minority students. Some conservative groups praised the department and said the move was long overdue.

The department's Office for Civil Rights made the announcement following reports that officials of an annual college football game, the Fiesta Bowl, planned to make

Continued on Page A20

Women Press for Changes at Formerly All-Male Colleges

Twenty years after many male colleges went coeducational, female students say they still are confronted by "old boy" traditions: Page A23.

Supreme Court Action Seen as Strengthening Professors' First Amendment Protections

Administrators' role in curriculum decisions is limited

WASHINGTON

The Supreme Court last week let stand a California court's ruling that sharply limits the right of administrators at public colleges to interfere with faculty members' curriculum decisions.

The Supreme Court's decision not to hear an appeal of the case affects only California colleges directly, because the state-court ruling does not apply elsewhere. But civil libertarians and faculty groups said they hoped the Supreme Court's refusal to take the case and the California ruling itself were part of a gradual judicial strengthening of the First Amendment rights of college faculty members and students.

The case came out of a 1986 decision by administrators of the San Diego Community College District to bar a drama instructor from staging the play *Split Second* as part of a credit class. The instructor and a student sued two college officials, claiming that their First Amendment rights had been violated and demanding that the student receive credit for working on the play, which was eventually performed off the campus with no formal involvement by the college.

The play is about a black police officer who shoots a white suspect after the suspect taunts him with racial slurs. When the play was ordered off the campus, college officials told the instructor that they had received complaints from local church leaders about its language.

Through the Court System

A California Superior Court ruled in 1988 that the college had done nothing wrong and that the issue was moot because too much time had passed. The following year a California appeals court reversed the lower court's decision and said the college had infringed on First Amendment rights. The California Supreme Court subsequently refused to review the appeals-court decision.

San Diego Community College officials, in their appeal to the U.S. Supreme Court, cited that Court's 1988 decision in *Hazelwood School District* v. *Kuhlmeier,* in which the justices granted high-school administrators considerable latitude in censoring high-school newspapers. That deci-

Continued on Page A21

NIH Plan Would Trim Length and Growth of Research Grants

By DAVID L. WHEELER

WASHINGTON

Stung by Congressional criticism, officials at the National Institutes of Health have drafted a cost-control program for biomedical research that would slow the growth in the size of research grants and trim the average length of grants.

The proposed N.I.H. plan says that new cost-control measures are necessary to achieve the year-to-year stability in research support that both Congress and scientists have asked for.

"In the coming decade," the N.I.H. proposal states, "we must confront simultaneously the economic realities of genuine and substantial increases in the costs of conducting biomedical research and the prospect of only measured growth in funding."

But many scientists and lobbyists fear that the plan would pressure the scientists who review grant applications to become so cost conscious that the quality of

Continued on Page A21

Academic Group Fighting the 'Politically Correct Left' Gains Momentum

By CAROLYN J. MOONEY

MADISON, WIS.

Theodore S. Hamerow is looking for a fight.

A professor of Central European history here at the University of Wisconsin, Mr. Hamerow says he's tired of being bullied by colleagues, students, and administrators whose political agendas, he says, have tainted scholarship, the curriculum, faculty-hiring policies, and the campus climate in general.

Thus did Mr. Hamerow and a handful of others here form a campus chapter of the National Association of Scholars, a three-year-old national organization based in Princeton, N.J. The association promotes the study of Western culture and offers a forum to professors who have felt inhibited from questioning affirmative-action programs, required courses on ethnic diversity, and other issues whose advocates are increasingly being described as "politically correct."

Last week, Mr. Hamerow's group agreed to issue a statement that sharply criticizes an ambitious university plan to hire more minority professors. Mr. Hamerow says he welcomes the backlash he thinks will follow.

"We have to be prepared to be dubbed racists, fascists, sexists, and reactionaries," he says. "It's a very sensitive issue here."

He adds defiantly: "We are not an organization of extremists. I'm not going to keep defending myself."

If events on other campuses are any indication, Mr. Hamerow may get his fight

Continued on Page A13

UNIVERSITY OF WISCONSIN AT MADISON

Professor Theodore S. Hamerow: "We are not an organization of extremists."

MARGINALIA

CAMERON GERLACH

Again we take our Penn in hand
(If *we* don't, some pettifogger'll)
And send from here throughout the land
Our annual year-end doggerel:

On Hollins and the Ivies,
On Tiffin and Malone,
Of all degrees, we now bestow,
This one, our very own:

The merriest of seasons,
The happiest of years,
For '91 we wish for you
Much laughter; never tears.

Let's tip our Stetson to Tufts and Taft,
Let's play a tune for Thiel and Yuba.
For all the nation's music schools,
Let's toot loud on our tuba.

Let's decorate the house with Berry,
Load the board with Rice and Bacone;
While in the kitchen, Bethune-Cookman's
Chestnut pie is in the Macon.

For Carnegie, let's have a Mellon,
For Citrus C., an Orange that's oranger.
For Indian River, heaps of Curry;
For Campbell U., a soup-filled porringer.

Let's cut the steaming pie of kidney
For every supping Duke and King;
To all who come from Hampden-Sydney,
Let's serve the Mayo with everything.

Let's draw Clearwater from the Wells
And quaff a wholesome potion.
Or have a glass of Brandywine
Or stronger stuff, by Goshen.

Possibly some Benedictine
Or some wine (Catawba)
Helping everyone to be
Jolly, not macabre.

Let's up, Ohio State, and at 'em;
Raise our brimming eggnog glasses,
'Tis the season, Sweet Briar, Chatham
(Alice Lloyd, at Pippa, Passes).

Let's toast all those at U. of M.,
At Harvard, Swarthmore, Brown, Pomona,
At Lehigh U. in Bethlehem,
At Simmons, Stanford, Cal Sonoma.

To Whitman C. in Walla Walla,
To M.I.T. and then Biola,
To U. Missouri's branch at Rolla,
Let's give a Case of Coker cola.

Let's gather round the tall Pine Manor,
Vassar, Nassau, Husson, Nasson,
And raise a cup of happiness
To all of Mass.'s lads and Lassen.

Let's sing out Carrolls, every one:
Montana's and Wisconsin's;
And not forget Ohio's (John);
Let's serenade the Johnsons.

Let's dance round towering Evergreen,
Lindenwood, Sequoias;
Let's call the Pine Bluff; Cedar Crest;
And bow to Georgetown's Hoyas.

Let's dance a holiday fandango;
Pirouette a Grace-ful waltz
For Clarion State in old Venango
And for SUNY at New Paltz.

Let's deck the halls of higher knowledge
Dear to U. and yours this season;
Hail each university or college—
Ivy, redbrick; healthy, wheezin'.

Let's venture forth and greet our colleagues
In the professoriate;
If not in class, let's search for them.
(Where's their laboratory at?)

Let's Doane our furry sleigh apparel
And fly to Idaho at Moscow
Soar to snowy roofs at Maryl-Hurst, then off to fete Don Bosco.

By Shepherd, Fox is watched by nights
While Angelina, Harper, harpist,
Watching o'er Blue Mountain's heights,
Gladden Sitka, where the sharpest

Cold of winter, joined by Snow,
Free-zes Waters on Sage and Reed,
Glazes White Pines, whitens Mo.;
While frost be-Jewells Manor steed.

Brisk the air we'll find at Frostburg;
Brisk the Pace at Rush and Skidmore;

While the warmth at Isothermal
Never varies (wish it did, More).

Our spine will tingle (a Christmas tactic
At Logan College of Chiropractic).

On Mesa, Butte, and Limestone Boulder,
At Crowley's Ridge, by Stony Brook,
At Rockhurst C. and Rocky Mountain,
We will find a wintry look.

At Harcum, herald angels sing;
The air is filled with sounds of Bliss.
At Angelo, there's caroling;
Let's move on South; don't miss Ole Miss.

(That's near the home of Uncle Judd,
His feet in Miss., not Harvey, Mudd.)

By the fire, let's fill the sock
Trim the Cypress: hang the Ball
And candy Kean for Bay de Noc.
Our treetop Starr will say to all

From Brandeis U. to Santa Monica,
Merry Christmas! Happy Hanukkah!

—C.G.

In Brief

President of Temple U. Loses Confidence Vote

PHILADELPHIA—After a bitter faculty strike at Temple University that divided the campus and left professors without a negotiated contract, more than half the faculty members have demanded the resignation of the university's president.

The president, Peter J. Liacouras, responded to the faculty's demand by saying he was not interested in winning a popularity contest.

The four-week-long faculty strike was ended in September by a court order forcing professors back to work. Following that action, the Faculty Senate sent mail ballots to 1,397 faculty members containing a resolution demanding Mr. Liacouras's resignation.

Last week the senate announced that 711 of the 854 faculty members who responded had voted in favor of the resolution. The faculty also voted 736 to 123 to urge the Governor's office to investigate the "conduct, structure, and fiduciary activities" of Temple's Board of Trustees.

Meanwhile, the union and the administration resumed negotiations last week on a contract settlement. Talks broke down in October.

Last Year's Doctorates in Math Up Slightly

WASHINGTON — U.S. institutions of higher education awarded 933 doctorates in mathematical sciences in the 1989-90 academic year, according to a report from the American Mathematical Society. The total represents an increase of 3 per cent over the previous academic year.

Although the total increased slightly, the report says, the number of degrees going to U.S. citizens—401, or 43 per cent of the total—decreased from the previous year. The numbers of mathematics doctorates awarded to women and to blacks also were down.

According to the report, the University of California at Berkeley awarded the most doctorates, 34, followed by Cornell University with 31 and the University of Wisconsin at Madison with 30.

The report is based on a survey that has been conducted annually since 1957 by the society and the Mathematical Association of America. The full report appears in the November 1990 issue of *Notices*, the society's journal.

Berkeley Investigating Classroom Disruption

BERKELEY, CAL.—An investigation is being conducted by the University of California at Berkeley into the disruption of an anthropology class by a group of students who accused the professor of teaching racist views.

Approximately 75 students chanted and marched through the class last month as Vincent M. Sarich was lecturing to about 400 students. The intruders handed out fliers calling for the professor's dismissal. Campus police were called, but no arrests were made.

Chancellor Chang-Lin Tien asked Berkeley's Office of Student Conduct to investigate the incident. It has begun interviewing students with an eye to taking possible disciplinary action against the intruders, a campus spokesman said.

The student group, Direct Action Against Racism, claimed that Mr. Sarich's racist views were reflected in an article he wrote for *California Monthly*, a magazine for Berkeley alumni.

In the article, Mr. Sarich argued that Berkeley admissions policies aimed at increasing student diversity had discriminated against white applicants and "institutionalized racism on our campus."

Some of Mr. Sarich's students defended him. One Asian-American student, in a letter to *The Daily Californian*, a student newspaper, wrote: "I know what racism is all about, and this class is not promoting it."

Japanese to Buy Campus of Hawthorne College

ANTRIM, N.H. — A Japanese construction company has agreed to buy bankrupt Hawthorne College for $2.7-million and plans to reopen it as a higher-education institution.

The Maruzen Kensetsu Company, with headquarters in Tokyo, plans to open the campus to students from Japan, the United States, and other countries, according to a lawyer for the company.

The college would be similar to

2 Higher-Education Leaders Win $25,000 McGraw Prizes

NEW YORK

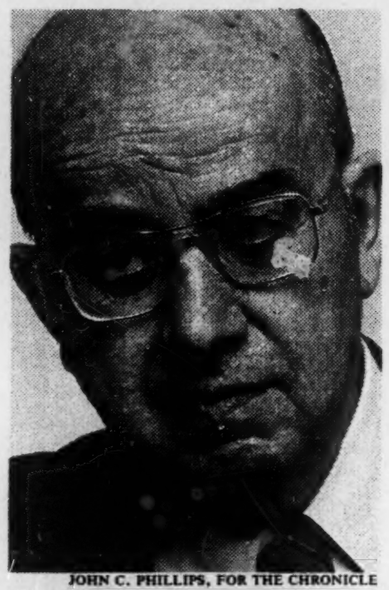
Two leaders from higher education are among the three winners of the 1990 Harold W. McGraw, Jr., Prize in Education.

The honor is bestowed on people whose ideas and programs have made major contributions to education. The awards, announced here last week, include $25,000 for each winner.

The three winners were Clark Kerr, president emeritus of the University of California; James P. Comer, associate dean of the Yale University School of Medicine and professor of child psychiatry at Yale's Child Study Center; and Richard C. Wallace, superintendent of the Pittsburgh Public Schools.

Mr. Kerr was honored for his influence in transforming American higher education after World War II. Dr. Comer received the award for his work to improve urban public education. Mr. Wallace was honored for his work to improve student achievement and lower the dropout rate.

The prize, established in 1988, is named for Harold W. McGraw, Jr., chairman emeritus of McGraw-Hill Inc., the book publisher. —D.K.M.



JOHN C. PHILLIPS, FOR THE CHRONICLE

Clark Kerr: Honored for work since World War II.

JOHN S. ABBOTT

James Comer: Cited for his work to improve urban schools.

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Athletics

Sidelines

The roof has fallen in on the University of Iowa's Rose Bowl–bound football team.

The inflatable roof of the team's indoor practice facility collapsed under the weight of a heavy snowfall that blanketed much of the Midwest last week. After about 10 inches of snow fell in Iowa City, the indoor facility's plastic roof ripped, then caved in completely.

University officials said it was not yet clear whether the practice field, which cost $4.2-million to build in 1985, could be repaired, or how much damage had been done. If it cannot be fixed, or if the repairs will be exceedingly costly, Iowa may instead consider building a permanent indoor practice facility, a university spokeswoman said.

Iowa's football team will play in the Rose Bowl against the University of Washington on New Year's Day.

■

Until last month, Vernon Maxwell was the highest-scoring basketball player in the University of Florida's history.

He no longer holds that title. That's not because some new hotshot has come along to top him. Rather, the university has taken away the honor because of the former player's involvement in violations of National Collegiate Athletic Association rules.

The N.C.A.A. placed Florida's basketball and football programs on two years' probation in September. The basketball sanctions were levied, in part, because the N.C.A.A. had found that Mr. Maxwell had received an airline ticket from his former coach, Norm Sloan.

The N.C.A.A.'s infractions panel also found that Mr. Sloan had let Mr. Maxwell compete in the 1987 and 1988 Division I tournaments, even though the coach should have known that the athlete was ineligible because of the plane-ticket violation. The N.C.A.A. excised Mr. Maxwell's tournament results from its record book in September.

Last month the university went a step further. Bill Arnsparger, Florida's athletics director, declared Mr. Maxwell ineligible for the entire 1987 and 1988 seasons and deleted his accomplishments in those seasons from the record book. Hence, Mr. Maxwell ceded his place as Florida's all-time leading scorer to Ronnie Williams, who scored about 400 fewer points during his career than did Mr. Maxwell, who now plays in the National Basketball Association.

■

Coaches at the University of Georgia must disclose income they earn from sources outside the university, the state's Supreme Court has ruled.

The university's coaches had sued in response to a request for the information by the *Atlanta Journal-Constitution*. A lower court ruled that the coaches must release some documents showing outside income, but the Supreme Court broadened the decision, saying most documents must be released.

NCAA's Change of Heart Over Las Vegas Penalties Has Colleges Wondering What the Message Is

Some welcome the turnabout, but others say credibility of infractions panel could be damaged

By DOUGLAS LEDERMAN

When it decided to let the University of Nevada at Las Vegas defend its national basketball title, did the infractions committee of the National Collegiate Athletic Association show a precedent-setting willingness to negotiate over penalties?

Did it cave in because U.N.L.V. players threatened to sue?

The committee's chairman says the answer to both questions is, Absolutely not. The specific details of the U.N.L.V. case make it unique, he says, and the panel changed its penalties not because of threatened litigation but because Coach Jerry Tarkanian, after 13 years of legal maneuvering, had finally agreed to be punished personally.

But some sports officials and lawyers who have worked within the enforcement process think the change of heart could undermine the panel's credibility. The details of the case matter less, they say, than the public perception of what the committee did.

"If it's perceived that the committee is human, and is willing to change its mind when presented with reasonable evidence, this will help" its reputation, said Frank J. Remington, a former chairman of the infractions panel. "But if people think the committee was just succumbing to the threat of a lawsuit, it will obviously hurt."

In July the committee barred U.N.L.V. from postseason play in 1991, saying that, because of the 13-year legal challenge by Mr. Tarkanian, the university had not fully served out sanctions imposed against it in 1977 because of 38 rules violations.

As a result of the 1977 penalty, Nevada–Las Vegas suffered limitations on postseason and televised play, scholarship cuts, and recruiting restrictions. But in response to the N.C.A.A.'s "show cause" order—which required the university to demonstrate why it should not be penalized further if it did not suspend Mr. Tarkanian for two years—U.N.L.V. said its hands were tied by a legal order that prevented it from punishing the coach.

Argument Strikes a Chord

When the new playoff ban was announced in July, Nevada–Las Vegas officials complained that punishing this year's team would unfairly penalize its current players, who were in grade school in 1977. That argument seemed to strike a sympathetic chord among many fans and newspaper columnists.

At a special October hearing, held at U.N.L.V.'s request, Nevada–Las Vegas officials offered two pieces of "new evidence" in the case. They said they feared that U.N.L.V. players might sue the university and possibly the N.C.A.A. if the playoff ban was upheld. And they reported that for the first time, Mr. Tarkanian himself was willing to be punished. (When university officials appeared before the infractions panel in June, they said they could do nothing because the legal order protecting Mr. Tarkanian remained in effect.)

Late last month the infractions panel, saying it believed "it is in the best interest of all concerned for this lengthy dispute to end," decided to let U.N.L.V. avoid the postseason ban by choosing from among two options (*The Chronicle*, December 5). The university agreed to sit out the 1992 tournament and forgo any live television appearances in the 1991-92 academic year, in return for playing in this year's tourney.

"If the message they're sending is, 'We were right, and the facts were right, but we don't want any further litigation,' that's a problem."

Reactions to the ruling have varied widely. Some coaches and others who have criticized the N.C.A.A. for being vindictive and ignoring the best interests of athletes found themselves in the awkward position of applauding the association.

But the panel's ruling frustrated officials at other colleges that had sought similar relief from the N.C.A.A. in the past. Del Brinkman, vice-chancellor for academic affairs at the University of Kansas, whose basketball team was barred from defending its own national championship in 1988, issued a statement saying only: "I didn't think it was possible to negotiate with the N.C.A.A." Mr. Brinkman is also Kansas's representative to the association.

While complaints from other colleges that have been penalized might sound like sour grapes, the panel's decision also provoked warnings from some sports officials and legal experts.

Edward N. Stoner, II, a Pittsburgh-based lawyer who represents several colleges, said he believed the members of the infractions panel had treated U.N.L.V. fairly. "It was important that they do something fair and intelligent and thoughtful, and it's all of those things."

But Mr. Stoner also argued that in accepting U.N.L.V.'s request for altered penalties, while rejecting appeals from institutions such as the University of Florida, whose football team was placed on two years' probation in September, the panel had opened itself up to charges of differential treatment.

'We Weren't Blackmailed'

Nevada and Florida both argue that current athletes are being punished for violations committed by past regimes, Mr. Stoner said. Yet the panel declined to reconsider its decision to ban Florida from this winter's bowl games.

"So it seems like the committee could see the merits to that argument when made by people who are threatening to sue them,

Continued on Following Page

This Season's Bowl Games

Bowl	Date	Location	Teams	Est. payment per team *
All-American	Dec. 28	Birmingham, Ala.	North Carolina State vs. Southern Mississippi	$ 600,000
Aloha	Dec. 25	Honolulu	Arizona vs. Syracuse	600,000
Blockbuster	Dec. 28	Miami	Florida State vs. Penn State	1,600,000
California	Dec. 8	Fresno, Cal.	Central Michigan vs. San Jose State	275,000
Citrus	Jan. 1	Orlando, Fla.	Georgia Tech vs. Nebraska	1,350,000
Copper	Dec. 31	Tucson, Ariz.	California-Berkeley vs. Wyoming	600,000
Cotton	Jan. 1	Dallas	Miami (Fla.) vs. Texas-Austin	3,200,000
Fiesta	Jan. 1	Tempe, Ariz.	Alabama vs. Louisville	2,500,000
Freedom	Dec. 30	Anaheim, Cal.	Colorado State vs. Oregon	600,000
Gator	Dec. 30	Jacksonville, Fla.	Michigan vs. Mississippi	1,200,000
Hall of Fame	Jan. 1	Tampa, Fla.	Clemson vs. Illinois	1,000,000
Holiday	Dec. 29	San Diego	Brigham Young vs. Texas A&M	1,200,000
Independence	Dec. 15	Shreveport, La.	Louisiana Tech vs. Maryland	600,000
John Hancock	Dec. 31	El Paso	Michigan State vs. Southern California	900,000
Liberty	Dec. 27	Memphis	Air Force vs. Ohio State	1,000,000
Orange	Jan. 1	Miami	Colorado vs. Notre Dame	4,200,000
Peach	Dec. 29	Atlanta	Auburn vs. Indiana	900,000
Rose	Jan. 1	Pasadena, Cal.	Iowa vs. Washington	6,000,000
Sugar	Jan. 1	New Orleans	Tennessee vs. Virginia	3,250,000

* A team that belongs to a conference may be required to split its payment with the other teams in its league, based on the conference's revenue-sharing plan. A team that does not belong to a conference will keep the entire estimated payment, after expenses.

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News Summary

HOLIDAY NOTICE

The next issue
of *The Chronicle*,
dated January 9,
will be mailed January 4.

Articles on inside pages

A minuscule bit of genetic matter in nearly every living cell is providing scientists with a powerful analytic tool: Page A6.

Racial and social diversity are the focus of a revamped freshman writing course at the U. of Massachusetts: Page A13.

Two legislative leaders with power over education policy and financing in Colorado and Georgia direct the debates over college budgets in their states: Stories on Page A17.

Several major foundations, concerned about the quality of pre-college education, are devoting more grants to schools: Page A23.

Job prospects for this year's graduates are the bleakest in at least 20 years, a survey found: Page A26.

The N.A.I.A. barred the U. of Arkansas at Pine Bluff from playing football for two seasons: Page A27.

Delegates to the N.C.A.A. annual meeting will gather next month to decide whether to adopt a "new model" for college sports: Page A27.

Budget woes are clouding Israel's efforts to offer Soviet immigrants a university education: Page A29.

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White House Studies New Policy Barring Aid Based on Race

Furor engulfs department's plan to battle illegal discrimination

By CHRISTOPHER MYERS
WASHINGTON

A week after the Education Department's civil-rights office rocked college campuses by saying it was illegal to reserve scholarships for members of minority groups, the White House promised to review the controversial new policy.

"It didn't have White House clearance," said Steven T. Hart, deputy press secretary to President Bush. "We're taking a look at it."

Mr. Hart said he didn't know Mr. Bush's opinion of the department's action, but he added: "The President has always been a civil-rights advocate and a minority-rights advocate, and will continue to be."

The White House announcement came as political and civil-rights leaders joined higher-education officials in condemning the new scholarship policy, which was part of a broader strategy for dealing with illegal discrimination in schools and colleges that the civil-rights office formally unveiled last week.

Part of a Broader Strategy

At a press conference called to announce the strategy, Michael L. Williams, Assistant Secretary of Education for civil rights, said the office would focus on enforcing laws in seven areas in the coming year.

The areas include discrimination in college admissions and financial aid, racial harassment on campuses, sex discrimination in intercollegiate athletics, and several areas primarily affecting elementary and secondary schools.

Mr. Williams's announcement was overshadowed, however, by the controversy over the new scholarship policy. Mr. Williams first described the policy when he advised officials of the Fiesta Bowl football game that universities receiving federal funds could not award scholarships sole-

Continued on Page A20

FIRE SWEEPS U. OF NORTH CAROLINA PRESS

©NELL RITTENBURY, THE CHAPEL HILL NEWSPAPER

A $1-million fire gutted the headquarters of the University of North Carolina Press, destroying a collection of its books and damaging printing presses: Page A2.

Cavazos Resigns as Secretary of Education; White House Reportedly Asked Him to Go

By THOMAS J. DeLOUGHRY
WASHINGTON

Lauro F. Cavazos resigned last week after more than two years as the nation's fourth Education Secretary.

Mr. Cavazos reportedly was told to resign during a meeting last week with the White House chief of staff, John H. Sununu.

Mr. Cavazos, whose letter of resignation gave no reasons for his departure, had said several times in the past that he would step down only at the request of the President.

President Bush said he accepted the resignation "with deep regret."

Reports that Bush Administration officials were dissatisfied with the Secretary's low-key style had been circulating in Washington for many months. Several observers suggested last week that President Bush, in an effort to keep his promise to be the "education President," would put renewed emphasis on education next year, and that he wanted a more outspoken leader at the Education Department.

The President did not immediately nominate a new Secretary. Under Secretary of Education Ted Sanders will run the department until a new Secretary is nominated and confirmed by the Senate, department officials said.

Mr. Cavazos was out of town and un-

Continued on Page A18

Presidents of Black Colleges Press Congress for Money to Improve Teaching, Expand Graduate Programs

WASHINGTON

Buoyed by large enrollment increases in recent years, more than a dozen presidents of historically black colleges asked Congress last week for more money to improve teaching and facilities and to expand their graduate programs.

"The rest of higher education is doing a very poor job of producing blacks at the Ph.D. level," said Frederick S. Humphries, president of Florida A&M University. He told the House Education and Labor Committee that black colleges must improve their graduate programs to send a message: "You can, in fact, produce black Ph.D.'s in this nation."

Mr. Humphries and his fellow presidents told lawmakers that more black Americans must receive advanced degrees if the country is to improve its economic competitiveness, meet the health-care needs of the poor, and diversify the professoriate.

Charles A. Walker, chancellor of the University of Arkansas at Pine Bluff, suggested that rising undergraduate enrollments have put black colleges in position

Continued on Page A19

been consistent with university and state bidding procedures.

Ms. Gapen, who resigned in September after the charges were made by a state legislator, has asked to be restored to her former post.

Arrest Made in Break-In at Animal-Research Lab

SACRAMENTO, CAL. — The police here have arrested a man in connection with a 1986 break-in at an animal-research laboratory at the University of Oregon.

Crescent Velucci has been charged with four felonies—burglary, conspiracy to commit burglary, theft, and criminal mischief—and held on $200,000 bail.

The arrest followed a joint investigation by the Eugene, Ore., police department, the Lane County, Ore., District Attorney's office, and the Sacramento office of the Federal Bureau of Investigation.

The break-in caused $58,000 damage to equipment and research projects. Cats, rabbits, hamsters, and rats were taken from the laboratory.

A group calling itself the Animal Liberation Front claimed responsibility for the break-in. Mr. Velucci reportedly told police that he did not belong to the group, but had acted as a spokesman for it.

Stanford Fined $209,000 for Excess Water Use

STANFORD, CAL. — Stanford University has been fined $209,000 for using about 54 million gallons more than the water allotment imposed by a utility to help cope with the state's four-year drought.

The utility said the university was penalized for exceeding its allocation in August, September, and October. The allotments were established by the San Francisco Water Department, which serves the campus and numerous Bay Area communities, and went into effect last May.

David Kaye, the university's utilities manager, blamed the excess water use on unseasonably dry fall weather and the demands of campus research facilities. He said steps had been taken to cut water use.

Corrections

■ A story on the campus network at the University of Southern California (*The Chronicle*, November 28) incorrectly reported that the Ahmanson Foundation had given $4-million for it. The $4-million was a grant for U.S.C.'s teaching library; the foundation gave $1-million for the network.

■ The deadline for the College Library Technology and Cooperation Grants Program has been listed incorrectly in the Deadlines column. The correct date is January 14.

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ESCHEWING HEADLINES

Wilson Center Offers a Haven From the Seduction of Washington

By SCOTT JASCHIK

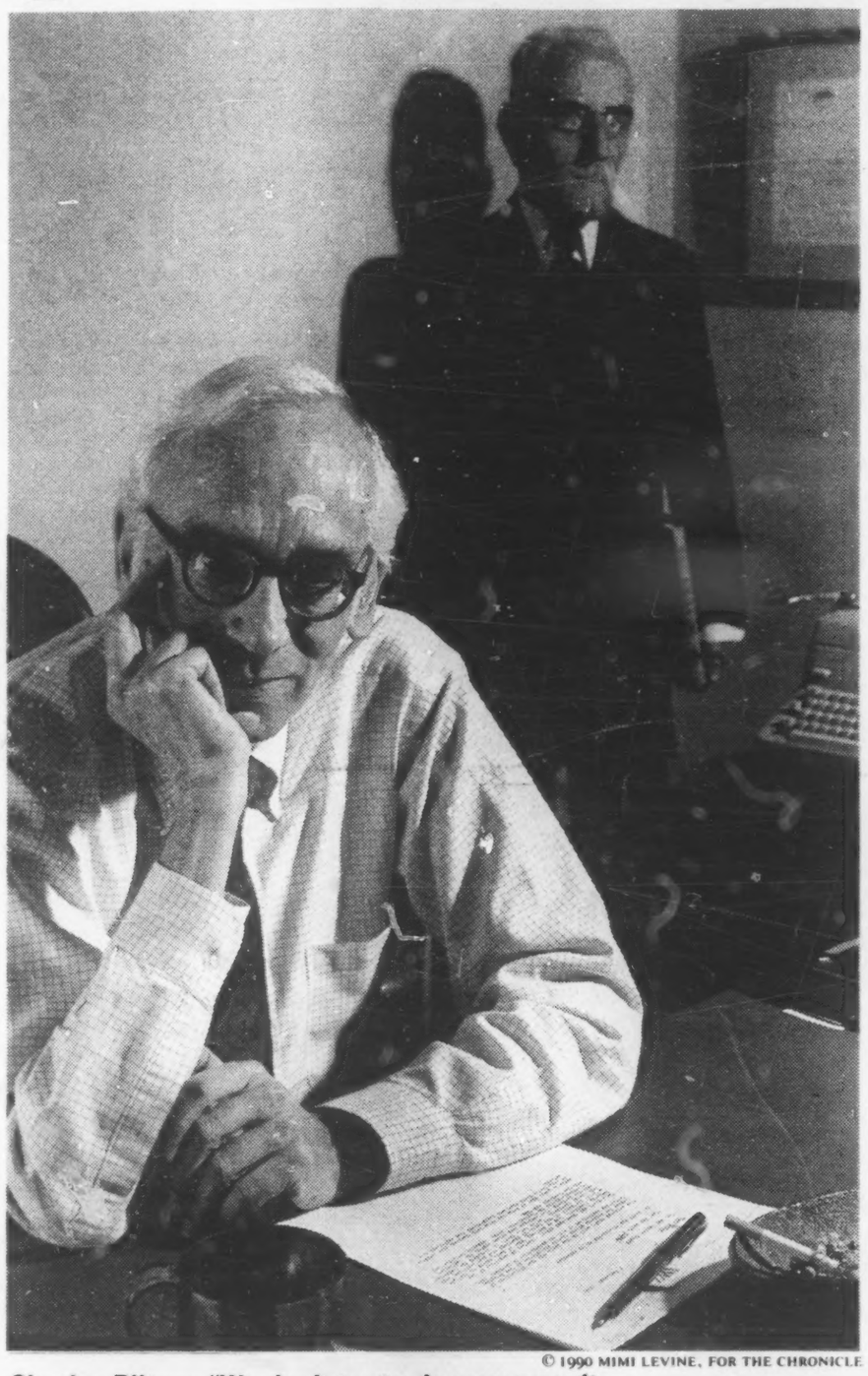
WASHINGTON

In this city awash in talk of the Persian Gulf, the think tanks are setting up countless seminars on the region.

Not so the Woodrow Wilson International Center for Scholars. Ask the center's director, Charles Blitzer, what recent accomplishment he's most proud of and his answer has nothing to do with the Gulf crisis. He talks about organizing a seminar that introduced Rabbi Adin Steinsaltz, author of a widely acclaimed new translation of the Talmud, to several members of Congress, officials of the National Institutes of Health, journalists, and visiting scholars at the center.

"It would be much easier to explain why we were bringing in Henry Kissinger than Rabbi Steinsaltz, but I wouldn't want to do that," Mr. Blitzer says.

For Mr. Blitzer, eschewing the headlines is a passion. He says the best thing the center did in 1976 was sponsor a Bicentennial seminar that recalled not the founding of the United States, but the publication of *The History of the Decline and Fall of the Roman Empire*.



© 1990 MIMI LEVINE, FOR THE CHRONICLE

Charles Blitzer: "We don't try to do somersaults in response to what happens in the morning."

Present Sometimes Intrudes

When the center must focus its attention on current events—half its budget comes from the federal government, so the present sometimes intrudes—the center still finds a way to be scholarly. *The Helsinki Process and the Future of Europe*, a new book published by the Wilson Center at the request of National Security Council officials, has as its lead essay a historic comparison of developments in Europe in the years 1848 and 1989.

"We don't try to do somersaults in response to what happens in the morning," Mr. Blitzer says.

The center is engaged in a constant balancing act, trying to provide a home from which its scholars can take advantage of all that Washington offers, and yet trying to see that the city does not seduce them.

Says S. Frederick Starr, a former center official who is president of Oberlin College: "Both the glory and bane of Washington for a scholar are the numbers of people in policy and politics concentrated there. This is of great benefit to many, but many others have abandoned their vocations as scholars, and have had their heads turned."

Mr Blitzer says the balancing act is appropriate because the center is the national memorial to Woodrow Wilson, whose career was divided between scholarship and politics. Congress created the center in 1968, giving it a board appointed by the President and a home in the Smithsonian Institution. Its current budget is about $10-million, roughly half of which comes from foundations and private gifts.

The money brings 37 fellows here to conduct research and write for terms of about a year each. In keeping with President Wilson's internationalist spirit, about 40 per cent come from abroad. Most fellows are professional scholars, but some are politicians or journalists.

International scholarship dominates the research. But the topics range from literature to philosophy to political science. This year's subjects include Dutch painting in historical perspective from 1609-48 and armed forces in societies without wars.

Fellows receive stipends that, combined with money from their regular employers, should match their regular salaries.

Fellows say the most important benefit they receive is access to the vast collections of the Library of Congress. The center is one of the few institutions with borrowing privileges, so fellows can receive library materials right in their offices. Sergo A. Mikoyan, editor of the Soviet journal *Latinskaya Amerika*, or *Latin America*, says "there are at least 10 times more books here than in Moscow" on the topic of his research, regional conflicts and their impact on U.S.-Soviet relations.

Neutral Territory

Because of its unique status among Washington institutions, the center also offers a place for meetings of government officials and academics that might not be able to take place anywhere else.

Abbott Gleason, former director of the center's Soviet studies program, says one such meeting occurred during President Reagan's first term, when many academics were disputing the Central Intelligence Agency's projections of Soviet military strength. The center invited the academics and officials of the C.I.A. to meet and hash out their differences. Says Mr. Gleason, who is chairman of the history department at Brown University: "The C.I.A. wouldn't go to Harvard or Tufts to argue that issue, but we provided a place where the C.I.A. and academics could get together without the political stress."

The center has frequently welcomed scholars who have been dissident leaders in their home countries. Now, as Eastern Europe has become democratic, many of those Wilson alumni have assumed posts in their governments. Among them is Bronislaw Geremek, leader of the Solidarity delegation in Poland's Parliament.

"Both the glory and bane of Washington for a scholar are the numbers of people in policy and politics concentrated there."

The center is also a publisher. Each issue of *The Wilson Quarterly* provides for readers synopses of scholarly debates as well as several articles on themes related to fellows' work. The center also produces scholarly books and a series of guides to scholarship in Washington. These books, organized by region of study, outline the materials available both from well known institutions, such as the Library of Congress, and from lesser-known sources of books and archival material, such as embassies and the lobbying groups based here.

Emphasis on Scholarship

Mr. Blitzer became director of the center two years ago, coming from the presidency of the National Humanities Center. He and the center's board have not changed the structure of the center, but they have tried to increase the emphasis on pure scholarship—provoking some controversy in the process.

Several former fellows and center officials, all of whom asked not to be identified, say the zeal with which Mr. Blitzer and the board seek to preserve the center's scholarly focus goes too far. Given that the center is within walking distance of the Capitol and the White House, they say, it's foolish to insist on what one critic calls a "monastic separation" from current affairs.

Some critics say board members appointed by Presidents Reagan and Bush feared that the center, if it focused on current issues, could become a haven for scholars who wanted to criticize the Administrations. But Mr. Blitzer and other scholars say the board has never sought to interfere politically, and they note that scholars with a wide range of views are in residence at any time.

Mr. Blitzer says Washington has enough traditional think tanks. He is moving ahead with his vision for the center, with strong backing from key members of Congress. Says Sen. Daniel Patrick Moynihan, a New York Democrat: "This is meant to be a center of academic and intellectual pursuits."

Senator Moynihan, who as an aide to President Johnson helped draft the legislation that created the center, is emphatic about the point, adding, "This is not a think tank, not a think tank."

Adopting Themes

To increase the emphasis on scholarship, Mr. Blitzer is encouraging fellows to stop thinking of themselves as attached to one of the center's area-studies programs. While he will continue the programs, he plans to have the center adopt several themes—possible topics include ethnicity, federalism, and cities—that fellows would be asked to study across regional and historical boundaries. Mr. Blitzer has also ended the requirement that scholars seeking fellowships apply through one of the area-studies programs, a policy he believes has discouraged applicants with less timely topics of research.

Mr. Blitzer is convinced that these changes will improve the center's reputation. The number of applicants for the 37 fellowships has nearly doubled in the last two years, to 750 from 404.

He says he just won't compromise in seeking to make the center even more unabashedly intellectual in this most pragmatic of cities. Says Mr. Blitzer: "We'll just make the case for what we are." ■

WASHINGTON UPDATE

- **NSF cites big increase in complaints of scientific misconduct**
- **Cal. Democrat to head House science-and-technology panel**
- **Committee examining space program urges changes at NASA**
- **Science foundation told it must leave Washington for Virginia**

The inspector general's office at the National Science Foundation received nearly seven times as many allegations about scientific misconduct in fiscal 1990 as it did the year before, according to a report from the office to Congress.

In 1990, 41 complaints were received, compared with 6 the year before. The only explanation the report suggests is that the new level of complaints "shows a new and increasing awareness," both inside the foundation and among researchers, of the office's responsibility to look into all allegations of misconduct.

The inspector general's office is responsible for investigating violations of the N.S.F.'s regulations on misconduct, which went into effect in 1987. As of the end of September, 29 cases from the last two years were still unresolved.

The report notes that for the first time ever the office has recommended sanctions against an individual for violations of misconduct regulations. The case involves allegations that a researcher sexually harassed and assaulted students at a foreign research site. (See story, Page A14.)

Most of the cases that the office handles involve less serious charges, the report adds. The most common involves charges of plagiarism, according to an N.S.F official.

The inspector general's office has been in operation only since February 1989, but the data for fiscal 1989 include complaints received by that office's predecessor. —COLLEEN CORDES

■

The House Science, Space, and Technology Committee will have a new chairman next year. He is Rep. George E. Brown, Jr., a California Democrat who is widely regarded as one of the most knowledgeable and enthusiastic supporters of science programs.

Congressman Brown will take over the committee from Rep. Robert A. Roe, a New Jersey Democrat who is leaving to become the head of the Public Works and Transportation Committee.

Mr. Brown has been particularly interested in space issues, alternative energies, science education, and the promotion of high technology to improve the nation's competitiveness. He holds a bachelor's degree in physics from the University of California at Los Angeles.

There will also be new leaders of at least two of the subcommittees under the full science panel. The top position on the space-science subcommittee is open, and Mr. Roe's departure from the committee also leaves a vacancy at the head of the Subcommittee on Investigations and Oversight. That subcommittee examines whether federal laws for many research programs are being carried out according to Congressional intent. Mr. Brown is reportedly interested in chairing either one of the two subcommittees, as well as the full panel. —C.C.

■

A panel asked by Vice-President Quayle to study the future of the space program has recommended sweeping changes in the National Aeronautics and Space Administration, including greater priority for scientific-research programs.

In a report released last week, the committee said some of the concerns expressed about the space agency in the wake of the discovery of the flaw in the Hubble Space Telescope and of persistent technical problems aboard the space shuttle are "deserved and occasionally even self-inflicted."

The panel of academic and industrial leaders said part of the problem was that the agency "is trying to do too much, and allowing too little margin for the unexpected."

"As a result," it continued, "there is the frequent need to revamp major programs, which in turn sometimes results in forming smaller (scientific) pursuits to pay the bill for problems encountered in larger (frequently manned) missions."

The panel said the agency should shift its focus to place primary emphasis on its scientific program, which, it said, "ranks above space stations, aerospace planes, manned missions to the planets, and many other major pursuits which often receive greater visibility."

It said the agency's future scientific programs should focus on two main goals: studying the earth from space with satellites in a "Mission *to* Planet Earth" and using manned and unmanned missions to study space in a "Mission *from* Planet Earth."

The panel also recommended that the agency develop a new unmanned launch vehicle, saying panel members believe the space program "is overly dependent on the space shuttle for access to space." The committee advocated that the space station be redesigned to reduce its scope and cost. —KIM A. McDONALD

■

The National Science Foundation, enmeshed in a literal turf battle, has been ordered to move its offices to a Virginia suburb of Washington in 1993.

The foundation is currently located a few blocks from the White House. But it has been looking for a new site for the last few years. The lease on its present building expires in 1995, and the agency originally hoped to find a newer building that could be outfitted with sophisticated equipment for telecommunications and data processing.

Its search has been complicated by the maneuvers of Senators from Virginia and Maryland, who view the agency as an economic plum that could attract high-technology companies and new jobs to their states.

The federal General Services Administration, which handles the leasing of federal offices, determined this year after competitive bidding that the best spot for the agency was in Virginia.

The foundation, however, has been resisting that or any other move in the near future. Officials say they are concerned that the two-year costs of relocating will come at the expense of more pressing needs.

Meanwhile, the political pressures have continued. Senators from Virginia recently blocked an attempt by Sen. Barbara A. Mikulski, a Maryland Democrat, to prohibit the foundation from moving to Virginia until the agency reconsidered sites in Maryland.

Because Senator Mikulski chairs the subcommittee that recommends spending for the foundation, her reaction to a move to Virginia is not a matter that agency officials can ignore.

Late last week, however, the G.S.A. ordered N.S.F. to move to the site in Virginia. Foundation officials have not yet decided whether to appeal. —C.C.

FACT FILE: Top 100 Institutions in Total Research-and-Development Spending, Fiscal 1989

	U.S. funds for research & development		Total funds for research & development	
	Amount	Rank	Amount	Rank
Johns Hopkins U. *	$590,184,000	1	$648,395,000	1
Massachusetts Inst. of Technology	215,140,000	3	287,157,000	2
Cornell U.	157,984,000	10	286,733,000	3
Stanford U.	238,650,000	2	285,994,000	4
U. of Wisconsin, Madison	169,452,000	7	285,982,000	5
U. of Michigan	174,875,000	5	280,905,000	6
U. of Minnesota	132,880,000	14	258,614,000	7
Texas A&M U.	93,584,000	26	250,706,000	8
U. of California, Los Angeles	159,002,000	9	227,828,000	9
U. of Washington	182,453,000	4	221,712,000	10
Pennsylvania State U.	114,646,000	18	219,930,000	11
U. of California, San Francisco	159,906,000	8	219,446,000	12
U. of California, San Diego	171,479,000	6	216,991,000	13
U. of Illinois, Urbana-Champaign	114,398,000	19	210,590,000	14
U. of California, Berkeley	124,371,000	15	209,967,000	15
Harvard U.	143,451,000	12	209,519,000	16
U. of Texas, Austin	94,311,000	25	193,337,000	17
U. of California, Davis	72,718,000	35	180,297,000	18
Georgia Institute of Technology	98,048,000	23	174,664,000	19
U. of Arizona	80,533,000	32	174,119,000	20
U. of Pennsylvania	123,810,000	16	173,744,000	21
Columbia U.	146,712,000	11	172,145,000	22
Yale U.	138,835,000	13	171,139,000	23
Ohio State U.	75,484,000	33	162,690,000	24
U. of Southern California	119,005,000	17	162,013,000	25
U. of Maryland, College Park	58,924,000	46	149,510,000	26
U. of Georgia	42,797,000	66	145,953,000	27
U. of Colorado	109,145,000	20	143,694,000	28
Baylor College of Medicine	69,336,000	36	134,681,000	29
Duke U.	99,036,000	22	131,090,000	30
North Carolina State U.	37,783,000	75	128,891,000	31
Washington U.	96,829,000	24	128,419,000	32
U. of Florida	60,731,000	45	125,770,000	33
U. of Tennessee System	57,763,000	49	124,820,000	34
Rutgers U.	35,896,000	79	124,574,000	35
Purdue U.	63,979,000	42	124,323,000	36
U. of Rochester	101,049,000	21	123,997,000	37
Louisiana State U.	40,114,000	72	122,357,000	38
U. of North Carolina, Chapel Hill	93,280,000	27	122,097,000	39
Michigan State U.	51,741,000	54	121,456,000	40
Northwestern U.	57,510,000	50	118,991,000	41
U. of Pittsburgh	81,217,000	30	111,265,000	42
U. of Massachusetts	56,505,000	51	110,644,000	43
U. of Chicago	90,459,000	28	109,429,000	44
U. of Connecticut	46,184,000	63	109,328,000	45
U. of Iowa	74,271,000	34	105,900,000	46
New York U.	81,143,000	31	104,451,000	47
Virginia Polytechnic Inst. and State U.	38,597,000	74	104,266,000	48
Iowa State U.	28,895,000	85	103,174,000	49
Carnegie Mellon U.	65,079,000	39	101,635,000	50
State U. of New York, Buffalo	64,453,000	40	100,291,000	51
California Institute of Technology	84,167,000	29	98,731,000	52
U. of Alabama, Birmingham	68,204,000	38	98,302,000	53
Oregon State U.	$49,112,000	58	$91,355,000	54
U. of Miami	63,101,000	43	90,298,000	55
Case Western Reserve U.	68,632,000	37	86,168,000	56
U. of Texas Anderson Cancer Center	28,992,000	84	85,903,000	57
U. of Illinois, Chicago	43,288,000	65	85,237,000	58
U. of Utah	61,819,000	44	83,340,000	59
Princeton U.	47,176,000	59	82,914,000	60
Indiana U.	58,334,000	47	81,793,000	61
U. of Virginia	51,214,000	56	81,281,000	62
U. of Texas Southwestern Medical Center Dallas	51,254,000	55	79,920,000	63
State U. of New York, Stony Brook	49,726,000	57	79,455,000	64
U. of Maryland, Baltimore	35,970,000	78	75,854,000	65
Woods Hole Oceanographic Institute	64,333,000	41	74,881,000	66
Yeshiva U.	58,224,000	48	74,496,000	67
U. of Missouri, Columbia	22,312,000	105	74,055,000	68
Rockefeller U.	41,192,000	68	73,945,000	69
U. of Hawaii, Manoa	40,574,000	71	70,733,000	70
Utah State U.	42,449,000	67	69,944,000	71
U. of Cincinnati	40,598,000	70	69,831,000	72
U. of Kentucky	27,010,000	91	69,532,000	73
U. of Nebraska, Lincoln	25,803,000	96	68,281,000	74
U. of California, Irvine	46,492,000	62	66,806,000	75
Boston U.	56,402,000	52	66,325,000	76
Vanderbilt U.	56,151,000	53	65,218,000	77
Emory U.	46,497,000	61	64,713,000	78
Colorado State U.	46,572,000	60	64,351,000	79
U. of South Florida	26,576,000	94	60,973,000	80
New Mexico State U.	45,660,000	64	60,930,000	81
Wayne State U.	28,167,000	88	59,521,000	82
U. of Kansas	26,420,000	95	57,111,000	83
City U. of New York, Mount Sinai School of Medicine	37,233,000	77	56,856,000	84
U. of Alaska, Fairbanks	26,659,000	92	56,701,000	85
Clemson U.	12,484,000	136	56,699,000	86
Florida State U.	24,897,000	99	55,245,000	87
Washington State U.	22,697,000	104	55,173,000	88
U. of Medicine & Dentistry of New Jersey	27,983,000	89	54,451,000	89
U. of Oklahoma	17,020,000	118	53,956,000	90
Auburn U.	15,179,000	124	53,814,000	91
Mississippi State U.	17,694,000	114	53,670,000	92
Oklahoma State U.	14,116,000	128	53,655,000	93
Georgetown U.	37,351,000	76	53,597,000	94
U. of California, Riverside	15,584,000	123	53,213,000	95
U. of New Mexico	23,934,000	102	52,970,000	96
Tufts U.	40,771,000	69	50,424,000	97
U. of California, Santa Barbara	39,227,000	73	50,067,000	98
Kansas State U.	15,951,000	121	47,302,000	99
U. of Texas Health Science Center Houston	29,500,000	82	46,860,000	100
Total, 100 institutions	**$7,515,328,000**		**$12,332,473,000**	
Total, all institutions	**$8,972,466,000**		**$14,987,279,000**	

Note: Figures cover only research-and-development expenditures in science and engineering, and exclude spending in such disciplines as the arts, education, the humanities, law, and physical education.
Because some institutions have developed new methods to report their research expenditures more accurately, comparisons with earlier years may not be appropriate.

* Includes the Applied Physics Laboratory with $431-million in total and $422-million in federally financed research-and-development expenditures.

SOURCE: NATIONAL SCIENCE FOUNDATION

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News Summary

Articles on inside pages

Physicists, wary of pitfalls, are moving cautiously with construction of the $8-billion particle collider: Page A5.

The end of mandatory retirement will not significantly affect professors' decisions about when to stop working, a survey says: Page A13.

The U. of Bridgeport should be placed on probation, an accrediting panel has recommended: Page A13.

Lamar Alexander's nomination has pleased those who like the idea of a veteran politician's fighting for education: Page A17.

College bookstores are battling to win part of a growing market that has been created by advances in computer technology: Page A35.

A $20-million gift will be used to set up an institute of advanced study at George Mason U.: Page A35.

The four most-feared words in college sports are "lack of institutional control": Page A41.

The presidents' commission of the N.C.A.A. gets another centrist leader as its new chairman: Page A41.

Sports programs on four campuses were accused of committing major violations of N.C.A.A. rules: Page A41.

Education in East Europe is under siege. Poland's universities must cope with dire financial problems, and those in the Soviet Union are imperiled by the upheavals in the republics: Stories on Page A45.

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White House Eyes Change in Approach to Black Colleges

Controversial plan would divide campuses into separate categories

WASHINGTON

The Bush Administration is considering a controversial plan that would change the way federal agencies support historically black colleges.

The colleges would be divided into several categories, based on their missions and programs. Federal agencies planning to work with historically black colleges could then focus attention and money on the category of college appropriate to the agency's needs.

For example, a federal agency wanting to support research could hold a competition that would be open only to black colleges designated as research institutions.

Administration officials say private foundations could also use the classification system in deciding where to donate their funds.

Bitter Opposition

Many black-college presidents bitterly oppose the idea.

They say it would allow the federal government and foundations to shift money to a small subset of black colleges and universities—those that are already among the most wealthy—while abandoning other institutions.

"This would set up another caste system," says William P. Hytche, president of the University of Maryland–Eastern

Continued on Page A18

Colleges Fear Debate on Minority Scholarships May Fuel Racial Tension

By SCOTT JASCHIK

Educators say the controversy over the legality of minority scholarships has seriously damaged higher education. Regardless of how the legal issue is resolved, they predict that:

- Many minority students, thinking money for their education has been lost, *will be discouraged from applying to college.*
- Racial tensions on campuses will increase as some white students question scholarships reserved for black and Hispanic classmates.
- The issue will become such an important symbol that other, more vital measures to help minority students may not receive sufficient attention.
- Public confidence in the Education Department's Office for Civil Rights will be so diminished that minority students and faculty members will not file complaints with the office.
- A wide range of important issues fac-

Continued on Page A32

WIDESPREAD COMPLAINTS

Undergraduates at Large Universities Found to Be Increasingly Dissatisfied

By ROBIN WILSON

AUSTIN, TEX.

Ignored by many professors and crowded into classes so full that some students must sit on the floor, undergraduates at large research universities are growing increasingly dissatisfied.

Even getting into required courses is difficult, the students say, because their institutions enroll so many undergraduates. Many say it will take them five or six years to earn their degrees.

Many research universities are seeking ways to improve the quality of education for undergraduates: Page A37.

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Kathy Gilland, a sophomore majoring in history at the U. of Texas: "My friends who went to small schools are doing a lot better."

At the University of Texas at Austin, according to the student newspaper, nearly 1,000 students were turned away last fall from English 316K, a course all undergraduates must take. Administrators at the university say they don't know exactly how many students had difficulties, but sections were later added to accommodate the students.

Students here and at other large universities say it's almost impossible to get a faculty member's help in choosing a major or plotting a course schedule. They say professors are either unin-

Continued on Page A37

Crowded Classes, Student-Advising System Are Targets of Report on Liberal Learning

By CAROLYN J. MOONEY

Undergraduate majors in the arts and sciences often fail to help students make connections between courses and synthesize what they have learned, says a comprehensive report to be released this week by the Association of American Colleges.

The two-volume report, *Liberal Learning and the Arts and Sciences Major,* recommends a series of changes to strengthen undergraduate majors. It urges academic departments to consider how the courses in a major relate to each other and to courses outside the major. And it urges departments to structure the major so students can build on their knowledge, tying it all together in a final "capstone" course or other senior-year experience.

Successful Examples Included

The report discusses the principles it says should underlie a major, and it includes examples of successful programs. It also sharply criticizes many practices common at large universities,

Continued on Page A40

Public Colleges Expect Financial Hardship in 1991, as Budget Crises Imperil State Appropriations

By GOLDIE BLUMENSTYK and MARY CRYSTAL CAGE

An economic storm cloud hangs ominously over public higher education this year, as states throughout the nation confront their direst budget crises since the recession-ridden early 1980's.

After several years in which college leaders predicted the worst and did slightly better than that, 1991 is shaping up as a year of true financial hardship for state colleges and for state financial-aid programs that assist students at both public and private institutions.

Across the country, higher-education and state officials predict that the budget problems will leave many colleges with appropriations for 1991-92 that barely keep pace with inflation—or, in the worst cases, with reductions in state support.

The appropriations outlook is expected to prompt an unusually high number of states to impose large tuition increases this year. Reductions in faculty and staff positions and limits on enrollments are also likely to be widespread. (A summary of the outlook in each of the 50 states begins on Page A21.)

For most public colleges, the bleak out-

Continued on Page A20

MARGINALIA

News note in the Grand Valley State University *Forum:*

"Linda Chown, assistant professor of English, has been published by Garland Publishing."

"Wearing her dust jacket?" a reader wants to know.

■

"Dear Friend," says the letter from Prentice Hall, "I think we may owe you an apology. A recent check of our customer records indicated that you may not have received a free copy of our 'Secretary's Desk Guide to Punctuation, Spelling, Word Division and Hyphenation.'

"Apparently we simply forgot to tell you about this attractive gift offer, which comes to you with your 15-day free trail copy of PROFESSIONAL SECRETARY'S ENCYCLOPEDIC DICTIONARY, 4th Edition."

Be sure to keep a copy for yourself.

■

News item in *The Circle*, the newspaper at Marist College:

"On Sunday, singer / songwriter Suzanne Vega spoke to a group of Marist students about her creative process and answered questions dealing with various aspects of her career. . . .

"The singer evoked laughter from the audience numerous times with her witty remarks and rye sense of humor. . . ."

Crusty, we suppose.

■

From *Loyola World*, the paper at Loyola University Chicago:

"Loyolans at the Water Tower Campus now can join the university's efforts to 'green' the Earth.

" 'We have all read President Baumhart's goals, and it is clear that the president is pro-active in preserving and conserving the world's resources,' said Mimi Winter, director, human resources. 'In a recent "Meet with Mimi" gathering, I learned that we have many environmentally sound employees. . . .' "

That's a relief.

■

Letter to a history professor from Harvard University Press:

"Please accept this opportunity to evaluate the newly published paperback editions *The Sinews of Power* and *The Rise of Respectable Society*. . . .

" 'This is a major study of Victorian society by one of our leading historians, the product of immensely wide reading and mature consideration. . . . Each chapter is an excellent, authoritative and elegant r;aaesum;aae, and will be invaluable to the student and of much interest to what used to be called the intelligent lay reader.'—John Burnett, *Times Literary Supplement*"

Sounds too technical for *us*.

—C.G.

In Brief

College Enrollments Up in 1990, Survey Finds

WASHINGTON—Enrollments at the nation's colleges and universities are up again, with the greatest growth occurring at community colleges, according to the American Council on Education.

The finding is based on A.C.E.'s informal survey of fall 1990 enrollments at two- and four-year public and private colleges in 14 states. According to the council, enrollments in those states make up almost 45 per cent of the nation's total and indicate a national trend.

The A.C.E. survey found that, in most of the 14 states, enrollments at community colleges were up from 2 to 6 per cent last fall, compared with the previous year. Increases at four-year colleges and universities ranged from 1 to 3 per cent in the same period.

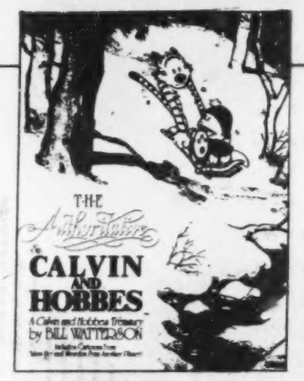
Higher-education researchers gave several reasons for the larger increases at community colleges, including lower tuition and job-related courses.

Connecticut was the only state to show decreased enrollments in all sectors of higher education, public as well as private. It experienced a decline of less than 1 per cent at both four-year and two-year colleges.

The largest increase in community-college enrollment was Louisiana's 22 per cent. New York, Ohio, and Wisconsin each reported growth of more than 5 per cent.

Enrollment changes at four-year institutions varied little in the 14 states. Missouri and Colorado experienced the strongest growth, 3.6 and 3.4 per cent, respectively.

What They're Reading on College Campuses

		Previous Survey
1.	 **The Authoritative Calvin and Hobbes,** by Bill Watterson	1
2.	**Wiener Dog Art: The Far Side Collection,** by Gary Larson	6
3.	**Dawn,** by V. C. Andrews	7
4.	**All I Really Need to Know I Learned in Kindergarten,** by Robert Fulghum	9
5.	**The Plains of Passage,** by Jean M. Auel	2
6.	**The Seven Habits of Highly Effective People,** by Stephen R. Covey	—
7.	**The Great Waldo Search,** by Martin Handford	—
8.	**The Dark Half,** by Stephen King	3
9.	**The "Late Night With David Letterman" Book of Top Ten Lists,** by David Letterman, Steve O'Donnell, et al.	10
10.	**The Joy Luck Club,** by Amy Tan	5

The Chronicle's list of best-selling books was compiled from information supplied by stores serving the following campuses: American U., Baylor U., Bucknell U., Carleton College, Carnegie Mellon U., Case Western Reserve U., Central Michigan U., Denison U., Idaho State U., Iowa State U., Kent State U., Lawrence U., Lehigh U., Mankato State U., Montana State U., New York U., North Dakota State U., Pennsylvania State U., Portland State U., Princeton U., San Francisco State U., Southern Methodist U., Stanford U., State U. of New York at Buffalo, Tulane U., U. of California at San Diego, U. of Hawaii, U. of Illinois at Urbana-Champaign, U. of Iowa, U. of Missouri at Columbia, U. of Nebraska at Lincoln, U. of New Orleans, U. of Notre Dame, U. of Pittsburgh, U. of Puget Sound, U. of Southern California, U. of Wisconsin at Madison, U. of Wisconsin at Milwaukee, Washington U. (Mo.), and Wichita State U.

Reports covered sales of hardcover and paperback trade books in November.

Studies Find Nursing Attracts More Students

Nursing-school enrollment has increased for the second consecutive year, following four years of sharp decreases, according to surveys by two nursing associations.

The National League for Nursing, which includes all the nation's nursing-education programs, found that 230,000 students were enrolled in registered-nurse programs last fall, an increase of 14 per cent over 1989. Enrollment in nursing programs averaged more than 240,000 in the mid-1970's before dropping to below 185,000 from 1983 to 1987.

A survey by the American Association of Colleges of Nursing, which includes all bachelor's-degree nursing programs, found that fall 1990 enrollment of first-time nursing students in universities and colleges was up 14.3 per cent over the preceding year.

"We haven't gone back to our glory days in the 1970's, and I'm not sure we'll ever be at that level, but things are better," said Peri Rosenfeld, vice-president of the nursing league's research division.

Nursing-association officials said the rocky economy might be attracting students because of a nationwide shortage of nurses. The officials said it was too soon to call the recent increases a trend.

President Who Was Fired Wins $240,000 Judgment

BATON ROUGE, LA.—A state-court judge, saying Southern University's Board of Supervisors fired its former president "in bad faith," has ordered the institution to pay him $240,000.

Joffre T. Whisenton, who now runs a consulting firm, was fired in October 1988 after three years as president.

Mr. Whisenton sued the university for $5-million, claiming he had been fired because the supervisors wanted him to "show partiality" to their friends and relatives in hiring and in awarding degrees. "The important thing is I have been exonerated," Mr. Whisenton said last week.

The state court ruled that the university, in firing Mr. Whisenton, had made no claims of wrongdoing or incompetence. He was awarded $240,000 for breach of contract and damage to his reputation.

Willie T. Sensley, chairman of the university's board, denied Mr. Whisenton's allegations. He said a decision on whether to appeal the judge's ruling would be made by the board and by its insurance agency this month.

The former president was fired, Mr. Sensley said, "for lack of what we considered efficient leadership." He said the supervisors could have listed several reasons for Mr. Whisenton's dismissal but they hadn't wanted to damage his reputation.

Fires on 2 Campuses Cause $2-Million Damage

Fires last month caused an estimated $1-million damage each at

Minority Students on Both Black, White Campuses Found to Feel Alienation

ATLANTA

Black students on predominantly white campuses share similar feelings of alienation with white students on historically black campuses, according to a new survey of college students in the South.

The Southern Regional Education Board, a compact of 15 Southern states, surveyed nearly 5,000 students at 20 historically black and 20 predominantly white colleges. The survey results are in a report called "Racial Issues on Campus: How Students View Them."

Only 23 per cent of the black students on predominantly white campuses said that counseling and advising services seemed especially sensitive to the needs of black students. Nearly the same proportion of white students at historically black colleges said such services were sensitive to the needs of white students.

Lack of Special Efforts

Only 32 per cent of the students who found themselves in a minority group—whether at a historically black college or a predominantly white one—said their campuses had made a special effort to give them a sense of belonging.

The survey also found that black and white students at Southern colleges largely agree that all undergraduates should meet the same admissions standards, regardless of race.

More than 95 per cent of students—both black and white—at historically black colleges said all undergraduates should meet the same admissions standards. At the predominantly white colleges, 93 per cent of the whites and 76 per cent of the blacks agreed.

When asked, however, whether black students should receive special consideration in admissions to professional schools, black and white students sharply differed. About half of the black students agreed that special consideration should be given, while three-quarters of the white students were against the idea.

At the undergraduate level, the "perception is that the door is open to those with the requisite skills," said Ansley A. Abraham, the study's principal author. He added, however: "A different impression is held by black students when you talk about graduate and professional schools. Black students feel this is an avenue that is still closed."

No Agreement on Money

While more than 85 per cent of the black students in the survey said more money should go toward education programs for members of minority groups, only half of the white students agreed.

Copies of the report may be obtained for $7.50 each from the S.R.E.B., 592 Tenth St., N.W., Atlanta, Ga. 30318.

—DENISE K. MAGNER

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Department's New Stance on Minority Scholarships Is So Muddled It's Useless, Many Legal Experts Say

By SCOTT JASCHIK

WASHINGTON

Higher-education officials and legal experts say the Education Department's latest position on the legality of minority scholarships is so muddled that it is useless.

They predict that the issue will have to be clarified in the courts, by further Education Department actions, or by Congress.

In the meantime, colleges are taking a cautious approach on the issue. Some are altering their minority scholarships, while others are keeping the scholarships and waiting for more developments.

The Education Department's position on scholarships that are available only to minority students is as follows:

- Colleges receiving federal funds may administer minority scholarships created by private gifts in which the donor has restricted the use of the money to minority scholarships. But colleges may not use their own money to create such scholarships.
- The department will not rule on minority scholarships supported by state and local governments.
- The Education Department will give colleges four years to review their scholarship programs. During that period, the department will not undertake compliance reviews to determine whether colleges are following the new interpretation of the law on minority scholarships. The department will, however, investigate specific complaints it receives about minority scholarships.

The new policy differs from an earlier one, announced last month, that said almost all minority scholarships were illegal. That announcement came in a warning from the department to the Fiesta Bowl that minority scholarships it planned to create might be illegal. Lawmakers, civil-rights leaders, and educators widely criticized the policy and the White House ordered a review.

Critics Aren't Reassured

At a press conference to announce the latest interpretation, Michael L. Williams, Assistant Secretary of Education for civil rights, said his original policy was "legally correct" but "politically naïve."

He said the new policy was being issued to "prevent disruption to the efforts of colleges and universities to attract minorities to their campuses and to reassure students that no scholarships that have already been awarded, whether in the current year or in a multi-year cycle, will be affected in any way."

Thus far, the latest policy has not reassured many people. Michael A. Olivas, a professor of law at the University of Houston and a staunch supporter of minority scholarships, called it "a strange retraction of sorts that neither clarified what the issue was nor made clear what is permissible and what's not."

Calls for Clarification

John C. Scully, counsel to the Washington Legal Foundation, a group that believes minority scholarships are illegal, said: "The clarification obviously still needs to be clarified. A lot of it doesn't make sense."

Mr. Scully added: "We're very disappointed. Their first policy was both good policy and a correct statement of the law. Now they have bad policy and they've substituted politics for good law."

Many college officials have questioned the distinction that the latest policy makes between minority scholarships financed by gifts and similar awards paid for with institutional funds. Such a distinction, they said, has no legal basis and is also poor policy.

Richard F. Rosser, president of the National Association of Independent Colleges and Universities, said that most minority scholarships are supported with institutional funds, and that the Education Department's policy would apparently eliminate those awards. He said losing the scholarships would be especially harmful to private colleges.

The revised policy "neither clarified what the issue was nor made clear what is permissible and what's not."

Because they charge higher tuition than public institutions, private colleges need the scholarships to attract minority students, he said.

Mr. Rosser also said the Education Department's policy would prevent colleges that created a scholarship for a minority group from changing the scholarship if the minority group became well represented at the institution. "This is really ridiculous," Mr. Rosser said.

He also said the four-year transition period was contradictory. The Education Department said it would allow colleges to continue their current practices, but Mr. Rosser noted that the department also said it would investigate and act upon any complaints filed with it. Since the controversy will undoubtedly prompt complaints, Mr. Rosser said, colleges are not protected by the four-year grace period.

Threat of Lawsuits

Indeed, the Washington Legal Foundation's Mr. Scully said his group had already received complaints from students across the country who believe their institutions are operating minority scholarships that would violate the Education Department's policy. Mr. Scully said the foundation would investigate the complaints and bring them to the attention of the Education Department.

If the department's civil-rights office does not respond to the complaints, Mr. Scully said, the group may file lawsuits.

The University of Houston's Mr. Olivas said the four-year transition period was "an artificially contrived, face-saving device."

Furthermore, Mr. Olivas said, the department overstepped its authority throughout the controversy.

New policies, he said, must be developed through the standard regulatory process, which involves issuing proposals and allowing the public to comment on them.

Announcing policies in press releases, Mr. Olivas said, left Mr. Williams "without the statutory or regulatory authority to speak on the issue."

Mr. Olivas and other legal scholars, predicting that the Education Department statements would eventually be shelved, said colleges should go right on offering minority scholarships.

A spokesman at the Education Department said last week that no one in the department was willing to answer any questions about the policy.

Nominee May Reverse Policy

Many political observers have predicted that Lamar Alexander, President Bush's nominee to become Education Secretary, will reverse the policy. Mr. Alexander has not said what he will do. But at a press conference with President Bush, Mr. Alexander said minority scholarships had "helped minority students who were poor get a college education."

If Mr. Alexander does not reverse the policy, Congress may. Moves are already afoot to do so, either through a free-standing bill or through amendments to other civil-rights bills, the reauthorization of the Higher Education Act, or the appropriations bill for the Education Department.

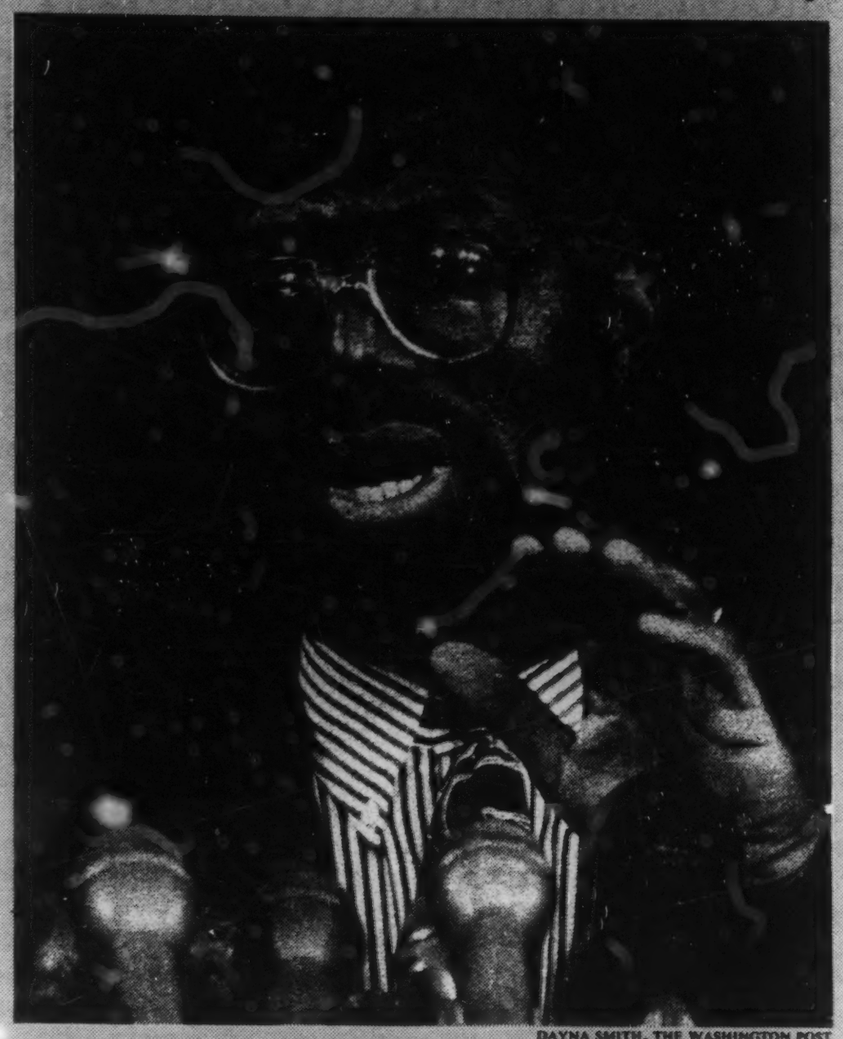
Goldie Blumenstyk contributed to this article.

Non–Need-Based Scholarships for Minority Students, 1987-90

	2-year		4-year		
	Public	Private	Public	Private	Total
1987-88	106	8	174	151	439
1988-89	128	10	216	173	527
1989-90	138	5	248	198	589
1990-91	176	12	279	229	696

SOURCE: THE COLLEGE BOARD

Key Steps in the Scholarship Controversy



DAYNA SMITH, THE WASHINGTON POST

Michael L. Williams, Assistant Secretary of Education: His original policy was "legally correct" but "politically naïve."

December 4: Michael L. Williams, Assistant Secretary of Education for civil rights, issues a press release saying it would be illegal under federal civil-rights laws for the University of Louisville and the University of Alabama to administer $100,000 in scholarships for minority students that had been offered by sponsors of the Fiesta Bowl. Mr. Williams then expands on that announcement, stating that the same ruling would apply to any college or university that receives federal funds because "race-exclusive scholarships" are illegal in most cases.

December 4-12: College and civil-rights officials learn of the ruling. Many say it would undercut efforts to attract more minority students. Others say it is based on faulty reasoning. The Washington Legal Foundation and other conservative groups, however, praise the ruling. They say race alone should not qualify students for scholarships in a "color-blind" society.

December 13: Following a torrent of press coverage on minority scholarships and angry reaction to it, the White House announces it will "review" the policy.

December 17: Lamar Alexander, President Bush's nominee to become Education Secretary, declines to state his opinion on minority scholarships but says that in cases like this, "a warm heart and a little common sense sometimes are helpful."

December 18, 10 a.m.: Mr. Williams announces a revised policy. It says colleges may administer scholarship funds earmarked for minority students if they were donated by others, but "private universities may not fund race-exclusive scholarships with their own funds." The new policy also says the Education Department "cannot" address race-exclusive scholarships financed by state and local governments. It also promises the department won't actively enforce the revised guidelines for four years.

December 18, 2 p.m.: President Bush, saying "I don't think there was any flip-flop," predicts the issue will ultimately land in the courts, even though "we've worked the regulation so that we can continue to have these kinds of scholarships. I've long been committed to them."

December 18, 3 p.m.: Responding to an inquiry, the Education Department tells the National Association of Independent Colleges and Universities that the word "private" should not have been included in the section prohibiting race-exclusive scholarships. (The department later confirms error to others, but as of last week had not issued a clarification making it plain that the prohibition applies to all colleges and universities, not just private ones.)

December 19: Just days before his retirement, Rep. Augustus Hawkins, Democrat of California, convenes the final Congressional hearing of 1990 to discuss minority scholarships. Mr. Williams refuses to appear. Mr. Hawkins says Mr. Williams's sudden refusal is "an affront" to Congress and the American people. The leaders of education and civil-rights organizations who do appear, however, say the revised policy, dubbed "Michael Williams II," has further confused the issue. Some Republican lawmakers say Mr. Williams has provoked legitimate debate about why a wealthy black student would get a scholarship while a needy white student would not. College officials say the scholarships correct "historical injustices." Some Democratic Congressmen demand Mr. Williams's resignation.

—Goldie Blumenstyk

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News Summary

Articles on inside pages

Some historians are questioning whether their scholarship can be truly objective: Page A4.

A board to set ethical guidelines for fetal-tissue research will be created by two medical groups: Page A4.

Seaweed farms and the fertilization of Antarctic algae could help avert global warming, some scientists say: Page A5.

A new anthology has been called both a ground-breaking contribution to American literature and a "travesty": Page A15.

The dissertation is a valuable requirement, a report says, but advising for graduate students is in poor shape: Page A15.

Catholic colleges are struggling to decide whether to hire lay presidents: Page A15.

The Marine Corps is using a federal law to insure it is not barred from recruiting at colleges whose anti-discrimination policies conflict with the military's policy on homosexuals: Page A23.

The College of Idaho, almost left for dead, was revived with the help of philanthropists, alumni, and business leaders: Page A33.

The government closed six institutions in eastern Germany, concerned about their Communist influence, overstaffing, and a feeling that they were too specialized: Page A41.

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New Congress Plans to Ask Colleges Tough Questions

Lawmakers cite tuition increases, loan defaults, and research costs

By THOMAS J. DeLOUGHRY
WASHINGTON

"Accountability" is the buzz word for members of Congress who will be dealing with higher education in 1991. Lawmakers made stingy by budget constraints and skeptical by reports of misused federal dollars will continue to ask tough questions about how colleges and universities spend the government's money.

After demanding last year that colleges release graduation rates and crime statistics, lawmakers plan to ask this year why a college education costs so much and why more students do not graduate. Members of Congress involved in setting science policy remain interested in allegations of research fraud and conflicts of interest among researchers. They are also investigating why universities charge the government so much for indirect research costs.

5-Year Budget Agreement Cited

Despite last year's close scrutiny, Congress approved increases of more than 10 per cent for student aid and science research in fiscal 1991. But lobbyists—citing the five-year budget agreement that Congress and the President made last year—say lawmakers may be looking even more closely at higher education this year as they try to justify every dollar for fiscal 1992.

The Congressional committees that set student-aid policy will have plenty of opportunities to discuss Pell Grants, student loans, and other programs. Their forum

Continued on Page A27

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James E. Delany, commissioner of the Big Ten Conference, holding a new wireless voting unit: "We did some things we haven't been able to do before."

NCAA Overwhelmingly Backs Reform Plan; Coaching Staffs and Costs Will Be Cut

Cooperation of presidents and sports officials is seen as key

By DOUGLAS LEDERMAN
NASHVILLE

Energized by the presence of a record 233 presidents and unprecedented cooperation between presidents and sports officials, delegates to the National Collegiate Athletic Association last week overwhelmingly adopted a package of cost-cutting measures and other reforms.

Signs of protest over the reform legislation were few at the N.C.A.A.'s 85th annual meeting, the best attended in the association's history. The handful of sports officials who voiced opposition to the changes spoke of being crushed by a "runaway locomotive." One athletics director said he felt like "road kill on the road to reform."

Virtually all of the reform measures—including rules that will cut the size of coaching staffs and the number of scholarships in most Division I sports, phase out athletic dormitories over five years, and limit the length of playing and practice seasons and the amount of time athletes must spend on their sports each week—passed by enormous margins. (A listing of the adopted measures is on Page 40.)

"We knew coming in that if people held their positions, [the margins] would be huge," said Eugene F. Corrigan, commissioner of the Atlantic Coast Conference. "But did I expect the margins to be this big? Hell, no. It's unbelievable."

"I feel a little bit like I did last Tuesday when we got steamrollered by Clemson," said John Mackovic, athletics director and football coach at the University of Illinois at Urbana-Champaign, which was crushed, 30 to 0, by Clemson University in the Hall of Fame Bowl.

Lobbying by Presidents' Panel

To many presidents and sports officials, the substance of the rules adopted (most agreed the changes were modest) was less important than the process that helped them get through.

At last year's meeting, the N.C.A.A. presidents' commission, won a few minor, though symbolic, reforms in the face of stiff opposition from sports officials who complained they had not been consulted on the changes. This year it was apparent

Continued on Page A39

New Federal Challenge to Programs for Minorities Seen in Education Dept. Memo on Oregon Plan

By SCOTT JASCHIK
WASHINGTON

The Education Department is preparing to rule that an Oregon program providing tuition waivers to minority students is illegal, in part because "the actual goal of the initiative is to increase enrollment of blacks, Hispanics, and Native Americans."

The department's opinion, outlined in a memo obtained by *The Chronicle*, shocked civil-rights advocates to whom it was described last week. They said it demonstrated that college programs created to help minority students were still vulnerable to government challenges.

The opinion was prompted by a complaint charging that the Oregon program excludes Asian and Asian-American students. Department officials say the ruling is not yet final.

Oregon officials say the three-year-old program has drawn many more minority students to the state's public colleges than would have come otherwise. The program was created to attract students from groups that were underrepresented on Oregon campuses, the officials say, adding that Asians and Asian Americans are not underrepresented.

The memo was written in October by the Deputy Assistant Secretary of Education for civil-rights policy, Richard D. Komer. The memo criticizes the Oregon plan for addressing only underrepresentation by certain minority groups and for doing nothing about "diversity-related qualifications such as geographic origin, cultural or economic disadvantage, exceptional personal

Continued on Page A25

Colleges may have to re-examine scholarships reserved for ethnic groups other than blacks and Hispanics: Page A24.

Enrollment Rises in Nursing With New Recruiting Efforts

Nursing schools are offering tuition assistance to attract more students, but increases in applications may not be enough to end shortages: A35.

MARGINALIA

The general counsel's office at Stephen F. Austin State University received a letter that began:

"The publishers of *Who's Who in America* are now compiling the Seventh Edition of *Who's Who in American Law*. Because of your accomplishments and work in the legal community, we invite you to submit your biographical information for consideration for inclusion in this volume."

The letter was addressed to:

POSITION VACANT
GENERAL COUNSEL
SFA STATION
NACOGDOCHES, TX 75962

■

The menu at the University Center Restaurant at California State University in Sacramento included, one day recently, "Sautéed Muscles with Shallot Butter Sauce."

■

The graduate catalogue at Florida Atlantic University says:

"The Department of Ocean Engineering offers a program of advanced graduate study leading to a Doctor of Philosophy in Ocean Engineering. Students may pursue in-depth studies. . . ."

■

News item in the *Brookings* (S.D.) *Daily Register:*

"PIERRE (AP)—Money will be on the minds of public higher education officials Thursday and Friday when the state Board of Regents meets in Aberdeen.

"The board will review Gov. George Mickelson's higher education budget recommendations for the 12 months starting July 1, 1991, and talk about the effects of tighter budgets on higher education. . . .

"Late last month, the governor outlined two spending plans—one with no tax increases and the other with a $44 million boost in taxes.

"The no-tax-increase budget would spend $1.4 billion. Of that, $496 would come from the state general fund. The governor's office has said 23 percent of the expenditures would go to higher education."

About that $114: In these times, be thankful.

■

From a pamphlet on radiation safety that was distributed in pay envelopes at Case Western Reserve University:

"1. Areas with radiation posting are restricted to persons trained and authorized to use radiation sources.

"2. Smoking, eating, drinking and application of cosmetics are strictly prohibited in areas posted for radioactive materials.

"3. Workers using radioactive materials cannot be disposed of through normal housekeeping practices."

We'd rather not hear about it.

—C.G.

In Brief

Student Is Ordered to Pay for False Report of Rape

COLUMBUS, OHIO — An Ohio State University student who falsely reported a rape has been ordered to pay $15,569 to campus police to cover the cost of their investigation of the allegation.

Michele Ann Yentes was ordered by Franklin County Municipal Court to make restitution, to perform 200 hours of community service, to seek counseling, and to pay a $500 fine and court costs. Her 90-day jail sentence was suspended.

Ms. Yentes, who is white, reported that she had been raped at knife point outside the university's main library by a black man around midnight on October 24, 1989. The report of the incident sparked student protests against campus crime. After Ms. Yentes recanted the story, students protested that blacks were being wrongly accused of crimes.

In March 1990, the campus police filed charges against Ms. Yentes. The investigation of her claim occupied about 1,200 manhours, a spokesman for the campus police said.

Union Reaches Accord With Adelphi University

GARDEN CITY, N.Y.—A new faculty-union contract at Adelphi University has ended eight months of tough collective bargaining, but not all of the tensions between union leaders and the administration.

A year ago many on the Adelphi campus believed a faculty strike by the union was inevitable (*The Chronicle*, March 21, 1990), partly because of disagreements over governance and personnel issues.

In a statement, Adelphi's president, Peter Diamandopoulos, praised the terms of the contract and said he hoped it would "launch the university on a new course of collegial relations."

Although professors voted overwhelmingly to ratify the three-year pact, some union leaders were still disappointed with parts of the contract, which took effect January 1. Some of them objected to workload requirements for certain professors. The professors are represented in collective bargaining by a chapter of the American Association of University Professors.

Joseph M. Cassin, a biology professor who serves as the union's vice-president for collective bargaining, said he believed the contract had eroded the strength of the union, which represents 90 per cent of the faculty.

Library Workers at Brown End a 5-Week Strike

PROVIDENCE, R.I. — Library workers at Brown University have returned to work following a five-week strike over wages and health-care plans.

More than 90 library workers, represented in collective bargaining by the Service Employees International Union Local 34, walked off the job in November, a month after their previous contract had expired. The major issue had been the university's plans to change health-insurance benefits and make workers pay part of the premium.

The new three-year contract calls for employees to pay 5 per cent of their health-insurance premium and gives them the option of keeping their current insurance plan.

To offset the payment requirement, employees' base salaries were increased by $450 on top of an across-the-board 6-per-cent raise in the contract's first year and a 4.5-per-cent raise in each of the second and third years.

Brown kept its four main libraries open during the strike with supervisors and with volunteers from other university offices, a spokesman said.

Meanwhile, the service employees' union is trying to organize the 750 clerical and technical workers at Brown who do not work in the libraries.

Cal. Universities Scolded by Seismic-Safety Panel

SACRAMENTO—The California Seismic Safety Commission has criticized the University of California and the California State University System for inadequate efforts to insure that their build-

U.S. International U. in San Diego Files for Protection From Creditors

SAN DIEGO

United States International University has filed for protection from creditors in U.S. Bankruptcy Court.

The university has laid off 11 faculty members and 44 other employees and taken other steps to try to improve its financial condition.

The filing of a court petition under Chapter 11 of the U.S. Code came last month after the Mission Federal Credit Union here threatened to foreclose on a $3.5-million loan.

The 38-year-old university ran into financial trouble in recent years during a period of expansion. William Rust, the university's founder and former president, resigned under pressure last year, a spokeswoman for the university said.

In addition to the main campus here, the university operates campuses in four foreign countries, as well as learning centers in Japan and four other California cities. A total of about 3,500 students are enrolled, most of them in graduate programs.

The university is trying to sell its campus in London, which university officials say is worth about $60-million. Classes here have continued without interruption.

—JACK McCURDY

Bush Talks of War in Letter to 460 Campus Papers; Students Visit Iraq

By ROBIN WILSON

WASHINGTON

President Bush last week sent an "open letter" to student publications on 460 campuses, saying the United States might have to go to war to force the Iraqis out of Kuwait.

"There are times in life when we confront values worth fighting for," Mr. Bush wrote. "This is one such time."

In the letter, Mr. Bush told the students that many of the U.S. soldiers stationed in Saudi Arabia are "your age, most of them. Doing tough duty for something they believe in."

He added: "I tell you this with all my heart: I don't want there to be war ever again. I am determined to do absolutely everything possible in the search for a peaceful resolution to this crisis—but only if the peace is genuine."

Students on several campuses have held teach-ins on the Persian Gulf situation over the last few months, and last week some waged protests against war, waving placards and chanting: "Hell no, we won't go."

A White House source who asked not to be named said the President had sent the letter because "a lot of people over there are college-age Americans and there is a concern among that age group.

"He wants them to know that he's not ignoring them."

No Plan for a Draft

After the President issued the letter, the White House spokesman, Marlin Fitzwater, told reporters that the President had given "no consideration" to asking Congress to reinstitute a military draft.

Last week eight students, two professors, and a campus minister traveled to Baghdad on what they called a private peace-keeping mission aimed at encouraging Iraqi students and educators to join them in opposing a war in the Persian Gulf.

The students who traveled to the Iraqi capital went with the approval of President Saddam Hussein's government. They said they wanted to put Iraqis at ease with Americans and collect information and stories about the Iraqis to share with people on American campuses.

"We go saying that there are Americans who don't want to see this conflict go this way," Maurice Barnes, a divinity student at Duke University, said in an interview before leaving for Iraq. "We go seeking to put a face on the enemy and to make the larger segment of society there know that this enemy you've been led to fear isn't your enemy after all."

The students and professors made the trip under the auspices of an American group called Fellowship of Reconciliation, which was founded 75 years ago and promotes non-violent solutions to world conflicts. The group sponsored two other "citizen delegations" to Iraq after the Iraqi invasion of Kuwait last August. David Schilling, the organization's national program coordinator, said the group's leaders had chosen students for this trip because they felt first-hand knowledge of the situation in the Persian Gulf region would "add some maturity and experience to students' efforts" against a war.

Gauging Iraqi Sentiment

Although they acknowledged that their trip would probably not influence world leaders or avert a war, the students said it was important for Iraqis to talk to Americans who are interested in peaceful solutions.

"I don't think we're going to make any big structural change or be the one effort that finally makes the U.S. back down," said Joshua R. Thomas, a sophomore at the University of Texas at Austin. "But this will give us a chance to see what Iraqi citizens' sentiments are about the whole thing."

The students and professors were scheduled to meet with the head of the Iraqi Parliament, government officials in charge of education policy, and students and educators from universities in Baghdad.

American officials have criticized trips to Baghdad by private groups, saying they undermine the United States' efforts to force the Iraqis out of Kuwait. The State Department has also issued a travel advisory asking Americans not to go to the Middle East.

"Over the many months there have been many visits by concerned individuals, and we understand their concern," said Nancy Beck, a press officer at the U.S. State Department. "But we also know that they can be used by the Iraqi government for propaganda reasons." ■

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baccalaureate teacher-credentialing program for instructional aides: three years (George Mehaffy).

Santa Clara University. For programs in affective and cognitive sciences: three years (Lee Mahon).

Shaw University. For a dual-enrollment program for high-school seniors: three years (Joan Barrax).

Southern Association of Colleges and Schools. For training for members of accrediting teams: two years (David A. Carter).

Southwest Texas State University. For interactive videodiscs for teaching foreign languages: three years (Robert Fischer).

State University of New York at Buffalo. For upper-division science courses for non-science majors: three years (Clyde F. Herreid).

Syracuse University. To reshape teaching-reward systems: three years (Alton O. Roberts).

Temple University. For a program in which retired faculty members serve as mentors for junior faculty members: three years (Donald Rackin).

Tennessee State University. For graduate programs for African-American students in public administration: three years (Richard Couto).

Tompkins-Cortland Community College. For programs of faculty development for part-time faculty members: three years (Patricia Wagner).

University of Alabama. For a retention program for minority-group pre-medical students: three years (Robert H. Garner).

—For programs on world issues for both American and foreign students: three years (David Crookall).

University of California at Irvine. For peer advising to promote participation in study-abroad programs: three years (Barbara Bertin).

—For collaboration among elementary- and secondary-school teachers and post-secondary faculty members: three years (Manuel Gomez).

University of Delaware. For redesign of mathematics and science courses for prospective teachers: three years (Ludwig Mosberg and Frank Murray).

University of Denver. For computer-based assessment of reflective thinking in business and chemistry: three years (Karen Kitchener).

University of Lowell. For a core curriculum: three years (Peter Blewett).

University of Maryland. For programs of faculty development: three years (Barbara Millis).

University of Maryland–Baltimore County. For dissemination of French telecast materials to classrooms nationwide: one year (Claud DuVerlie).

University of Mississippi. For software for teaching decision making in the social sciences: two years (John D. Johnson and Robert Dorsey).

University of North Carolina at Charlotte. For computer work stations for engineering education: three years (G. P. Mohanty).

University of Rhode Island. For programs in languages: three years (John Grandin).

University of Texas at Austin. For a discipline-based program of training for teaching assistants: three years (Teresa A. Sullivan).

Western Carolina University. For teacher training and certification of teacher aides: three years (Richard M. Haynes).

Department of Education

Drugs. To train teachers, administrators, guidance counselors, and other school personnel in drug- and alcohol-abuse education and prevention techniques: $23.7-million divided among 176 colleges, school districts, state departments of education, and other education institutions and agencies.

—For programs to reduce drug use on college campuses: $13-million divided among 141 colleges and universities.

—For model demonstration programs to prevent drug and alcohol use by young people: $5-million divided among 21 programs run by colleges and universities.

Language. To train teachers and other personnel to work in programs serving children with limited proficiency in English: $2.8-million divided among 21 colleges and universities.

Law. For the Law School Clinical Experience Program: $4.5-million divided among 58 law schools.

Literacy. To establish programs to recruit, train, and place undergraduate volunteers as tutors in community agencies under the Student Literacy Corps: $5-million divided among 101 colleges and universities.

Minorities. For fellowships for graduate minority-group students: $4.3-million divided among 49 colleges and universities.

Public service. For projects to promote careers in public service: $3.3-million divided among 33 institutions.

Technology education. For projects to develop model programs in technology education: $56,587 to Central Connecticut State U., $436,231 to Milwaukee Area Technical College, $149,041 to Oklahoma State U., and $159,254 to West Virginia U.

Colleges in 'Have Not' States Win Bigger Share of U.S. Research Funds

Continued From Page A23

received more than $1.28-billion in federal research support in 1989, compared with $115-million that Alabama institutions received. But the five-year percentage increase for California was half of Alabama's 129 per cent.

Qualified Enthusiasm

In the states that are gaining ground, university and state officials are heartened because they have been urging federal agencies to spread research funds more widely. But the enthusiasm is qualified: Many of those same officials also note that because the states were receiving so much less federal money to begin with, the increases appear more dramatic than they would otherwise.

Even so, many welcome any increase at all. "I think it's a good sign," says Stuart A. Rosenfeld, director of the Southern Technology Council, which promotes research-oriented economic development in 14 Southern states.

Throughout the 1980's, says Mr. Rosenfeld, many states in the South spent substantial sums to expand their scientific bases, which in many cases were small. "I like to think that's paying off," he says. In many cases, he notes, a significant percentage increase in federal support in a state could be attributed to a single large grant.

At the same time, groups like the Sun Belt Congressional Caucus have been urging federal agencies to give greater consideration to the goal of geographic diversity in their peer-review evaluations of research-grant proposals. The National Science Foundation's recent decision to award a national magnet laboratory to two universities in Florida, rather than to the Massachusetts Institute of Technology, was an example of that philosophy at work.

Not everyone, however, welcomes the trend.

"Science should be based on the merit or quality of the research," says L. Donald Shields, executive director of the California Council on Science & Technology. The council is an alliance of business and university leaders that advises state officials on science issues.

Mr. Shields says he understands the political pressure to spread federal science money more widely, but he warns it "should be very carefully done" so as not to compromise the science. "The point is to do the best science," he says.

Praise for EPSCOR

Several officials credited EPSCOR, the Experimental Program to Stimulate Competitive Research, with having helped their states expand their research capability. EPSCOR is a small N.S.F. program that awards competitive grants to states that traditionally have received a small share of federal funds. The result of such grants, Mr. Rosenfeld of the Southern Technology Council and others say, is that more institutions are in a good position to submit proposals and win competitions.

Says James M. Langley, vice-president for external affairs at the Georgia Institute of Technology: "It's an issue of growing credibility and satisfied customers."

Other analysts, including those at the Southern Regional Education Board, say states that have spent their own money on research are more likely to attract federal and private money. For some states, like Alabama and Florida, that proved to be the case.

Other states that substantially increased their spending—including Minnesota, Nevada, Ohio, and New Jersey—saw no corresponding rise in federal funds.

David Hochman, interim executive director of the New Jersey Commission on Science and Technology, says the figures don't disturb him. New Jersey began increasing its spending on science and technology in 1985 and now spends about $20-million a year to encourage collaborations between industry and academe.

"I wish we could have gone one for one" with federal research dollars, he says, but attracting federal funds "is not the only goal of our program." ■

FACT FILE: Spending For Research and Development by Doctorate-Granting Universities

(BY STATE, FISCAL 1989)

	Total spending	Sources of funds: Federal government	State and local government	Industry	Institutions themselves	Other	1-year change in federal spending	5-year change in federal spending	1-year change in state spending	5-year change in state spending	1-year change in total spending	5-year change in total spending
Alabama	$207,200,000	55.4%	8.9%	7.8%	19.9%	7.9%	+10.2%	+129.3%	−13.8%	+83.9%	+14.6%	+139.4%
Alaska	56,701,000	47.0	3.7	5.4	38.6	5.3	+13.7	+69.0	+13.8	−31.2	+13.7	+41.2
Arizona	223,531,000	47.1	3.6	5.6	38.4	5.3	+11.3	+84.3	+44.9	+28.4	+12.2	+88.1
Arkansas	43,676,000	32.5	27.9	9.4	21.8	8.3	+1.2	+42.1	+25.6	+84.6	+15.1	+64.1
California	1,845,555,000	69.4	2.4	4.5	17.4	6.3	+7.2	+64.5	+4.9	+175.2	+7.2	+68.9
Colorado	226,428,000	73.7	4.7	6.4	7.8	7.3	+9.8	+67.5	+14.4	+15.7	+9.8	+51.5
Connecticut	284,410,000	65.8	1.9	4.1	20.0	8.1	+7.6	+40.3	+35.3	+43.3	+11.6	+60.8
Delaware	37,194,000	45.9	7.0	11.0	29.9	6.2	+24.6	+58.0	+6.0	+648.0	+16.1	+74.3
District of Columbia	114,297,000	74.0	0.4	6.5	14.2	4.9	+19.0	+76.6	+92.4	+116.3	+18.7	+83.7
Florida	385,556,000	51.9	6.7	5.4	29.3	6.8	+32.5	+118.6	+31.6	+253.2	+29.0	+108.7
Georgia	417,287,000	49.0	9.6	8.5	30.0	2.9	+13.6	+83.9	0.0	+82.0	+12.4	+92.0
Hawaii	70,733,000	57.4	35.0	1.1	5.2	1.3	+5.2	+24.1	+15.3	+57.5	+10.0	+38.6
Idaho	33,191,000	37.9	24.4	12.7	24.5	0.4	+12.4	−3.1	−22.8	+287.6	+7.8	+69.1
Illinois	604,466,000	55.9	5.9	6.5	24.9	6.8	+7.1	+51.5	+22.0	+70.3	+10.6	+69.2
Indiana	227,266,000	59.9	8.3	8.1	19.2	4.5	+4.0	+57.3	+12.5	+73.0	+7.3	+56.7
Iowa	209,327,000	49.4	11.9	7.0	29.0	2.7	+17.6	+66.0	+21.2	+44.1	+15.3	+75.5
Kansas	107,856,000	41.1	22.4	4.8	28.0	3.7	+4.5	+51.9	+14.5	+33.4	+8.2	+51.2
Kentucky	83,998,000	39.2	8.5	8.9	36.4	6.9	−0.6	+70.6	−46.0	−43.1	−8.6	+59.5
Louisiana	179,332,000	37.0	24.0	4.5	26.1	8.4	+8.9	+94.3	+11.6	+41.8	+8.3	+73.0
Maine	19,974,000	41.5	2.9	20.0	32.9	2.7	+17.6	−1.8	+7.6	−63.2	+15.2	+10.8
Maryland	921,848,000	76.6	6.9	3.8	10.0	2.7	+14.2	+79.2	+12.7	+119.8	+15.9	+95.2
Massachusetts	867,521,000	71.7	2.1	9.1	6.8	10.4	+7.1	+47.1	−10.4	+250.9	+9.8	+56.5
Michigan	486,270,000	54.2	7.4	7.4	23.8	7.2	+8.5	+59.0	+7.3	+53.1	+10.9	+71.4
Minnesota	258,614,000	51.4	16.4	4.8	16.9	10.5	+10.9	+67.2	+8.3	+163.8	+9.5	+63.4
Mississippi	75,175,000	42.7	27.3	7.1	12.8	10.1	+26.7	+80.3	+7.9	+24.9	+18.1	+52.3
Missouri	255,009,000	54.8	5.7	9.9	23.4	6.3	+12.1	+61.0	+11.2	+57.0	+9.8	+69.5
Montana	32,450,000	35.6	24.4	10.0	29.4	0.6	−15.5	+56.9	+19.1	−6.4	+1.2	+34.1
Nebraska	93,916,000	39.2	24.5	9.7	22.3	4.4	+4.9	+86.9	+30.7	+58.1	+12.7	+74.6
Nevada	34,146,000	51.6	5.3	12.0	27.3	3.9	−2.6	+64.5	−22.2	+466.1	+4.5	+95.0
New Hampshire	62,172,000	67.3	4.3	4.7	15.0	8.7	+7.0	+91.6	+4.3	+8.2	+7.8	+95.1
New Jersey	283,087,000	41.8	15.9	5.9	29.2	7.2	+10.9	+78.7	+22.6	+299.7	+15.9	+131.0
New Mexico	136,189,000	56.4	10.7	12.1	13.1	7.7	+4.0	+34.3	+5.0	+38.7	+5.5	+61.3
New York	1,332,139,000	65.1	5.2	5.3	12.9	11.5	+4.1	+53.4	+12.1	+94.6	+6.9	+62.0
North Carolina	425,298,000	61.6	14.4	9.7	11.0	3.3	+14.3	+95.2	+5.5	+82.8	+14.3	+103.9
North Dakota	27,634,000	70.2	3.3	9.1	13.7	3.6	+19.1	+84.2	+28.8	−92.5	+13.1	+0.6
Ohio	417,275,000	58.1	11.8	6.3	14.9	9.0	+11.4	+66.2	+3.4	+212.0	+9.3	+80.1
Oklahoma	113,279,000	29.2	4.5	5.0	53.0	8.3	+5.3	+27.3	+8.4	+47.9	−0.6	+24.0
Oregon	161,127,000	61.5	12.9	3.0	10.3	12.2	+10.0	+51.8	+7.5	+34.1	+8.6	+56.7
Pennsylvania	761,130,000	61.6	4.2	12.0	14.4	7.7	+9.7	+72.2	+26.2	+257.6	+12.7	+89.4
Rhode Island	79,801,000	70.7	4.1	7.9	14.6	2.7	−2.9	+33.2	+13.5	+245.9	+2.9	+62.0
South Carolina	120,137,000	34.6	14.5	6.6	37.8	6.5	+4.7	+73.1	+11.7	+65.0	+17.6	+101.8
South Dakota	12,449,000	49.5	39.4	2.5	6.7	1.8	+5.5	+52.7	−3.5	+113.2	+1.0	+46.0
Tennessee	214,764,000	57.8	15.1	4.9	17.2	5.1	+29.8	+135.6	+10.1	+182.9	+16.4	+129.5
Texas	1,008,969,000	48.4	12.3	6.2	20.3	12.8	+7.3	+77.6	+24.8	+85.6	+13.8	+81.0
Utah	164,828,000	66.2	10.4	3.3	16.9	3.2	+11.5	+69.5	+12.4	+80.7	+12.9	+74.1
Vermont	42,743,000	66.8	5.8	8.2	12.8	6.4	+11.7	+91.1	+8.8	+63.0	+16.1	+91.9
Virginia	258,919,000	53.9	19.0	8.4	13.3	5.5	+7.7	+66.7	+16.6	+196.0	+10.2	+92.5
Washington	276,885,000	74.1	2.2	7.7	13.0	2.9	+13.0	+54.6	+13.8	−75.6	+14.4	+49.5
West Virginia	39,368,000	44.0	3.2	10.1	38.3	4.4	+8.8	+57.7	+17.3	+4.2	+29.4	+95.1
Wisconsin	336,815,000	58.7	16.4	4.8	12.9	7.1	+4.9	+58.4	+2.5	+43.4	+5.4	+58.7
Wyoming	23,310,000	59.2	6.6	6.6	26.7	0.9	+24.0	+79.3	+32.3	+373.5	+14.1	+48.1
Outlying areas	41,941,000	57.5	16.8	0.5	20.5	4.6	+7.9	+67.6	−16.8	−17.4	+7.6	+47.2
Total	$14,743,186,000	59.9%	8.2%	6.5%	18.2%	7.2%	+9.4%	+65.4%	+10.9%	+78.3%	+10.9%	+73.8%

Note: Figures cover only research-and-development expenditures in science and engineering, and exclude spending in such disciplines as the arts, education, the humanities, law, and physical education.

SOURCE: NATIONAL SCIENCE FOUNDATION

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News Summary

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Notions about infancy are being challenged by the novel experiments of developmental psychologists and neuroscientists: Page A5.

Ways to alert physicians and the public when new medical treatments produce dramatic results were debated at an N.I.H. forum: Page A8.

Pressing academic problems of the last decade were not dealt with because colleges had not developed ways for professors and administrators to collaborate: Page A13.

Backers of minority scholarships fear that legislation to protect the awards could be seen as an acknowledgment they are illegal: Page A19.

President Bush has nominated a Cleveland cardiologist to be the next N.I.H. director: Page A19.

New England's financial storm has colleges scrambling to find ways to protect their money: Page A25.

Despite the sweeping reforms adopted at its annual convention, the N.C.A.A. will continue to face pressure from lawmakers and other "outsiders" to clean up its act: Page A31.

The demonstrations that prompted Albania to turn away from isolationism have left the country's only university wary of the future: Page A33.

An academic-exchange and financial-assistance program for East European universities has been immensely popular: Page A33.

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Bush's Budget Asks for Major Increase in '92-93 Pell Grants

Maximum could rise nearly 70%, but other programs would be cut

By THOMAS J. DeLOUGHRY

WASHINGTON

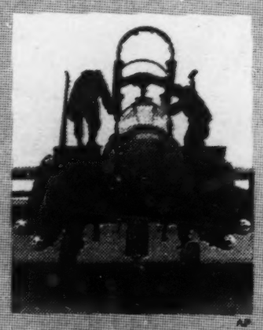
President Bush will propose a significant increase in the maximum size of a Pell Grant when he sends his budget requests for fiscal 1992 to Congress next month. But he will also propose cutting many middle-income students out of the grant program.

Trade schools would probably be the biggest beneficiaries of such a change, because they enroll large numbers of the neediest Pell Grant recipients. Two-year colleges and many moderately priced four-year institutions would also get more money, aid administrators say. But expensive colleges, which enroll fewer needy students and more middle-income students, could see many of their students dropped from the Pell Grant program.

A government official familiar with discussions over budget plans says the proposed maximum Pell Grant could be as high as $3,900 for the 1992-93 academic year.

That would represent a nearly 70-percent increase over the current maximum, which is $2,300 and is to climb to $2,400 in

Continued on Page A22



Repercussions From the Gulf

The outbreak of war against Iraq last week provoked quick reactions on many campuses in the United States and fears for the safety of American students and professors in or near the war-torn region.

- **The Fulbright program** said it was calling home American scholars studying in 12 countries from Mauritania to Pakistan: Page A22.
- **Anti-war protests** broke out across the United States, but many students quietly supported the decision to go to war: Page A29.
- **Some American students** were revising plans to study abroad, and many of those already overseas were coming home: Page A29.
- **The F.B.I.** said it would interview Arab and Arab-American students about their knowledge of terrorist activity: Page A29.

Soviet Crackdown in Baltic Republic Ends Optimism for Higher-Education Reforms

VILNIUS, LITHUANIA

The drive to liberalize higher education in the three Baltic republics appeared destined last week to become one of the casualties of the Soviet Union's military crackdown here.

At first, when Soviet army troops stormed newspaper offices and other buildings in Vilnius nearly two weeks ago, Lithuanian academic leaders criticized the actions and called on students to organize a protest vigil at their institutions. Thousands responded.

"I'm an optimist," said Aurinas Juozaidis, the republic's Deputy Minister for Culture and Education, "because I know people's mood here and expect resistance using Gandhi's non-violent methods."

"No weapons," Mr. Juozaidis added, "but no subordination, either."

A faculty member at Vilnius University adopted the same defiant tone.

"It's just a provocation," declared Olympia Armalyte, a lecturer in the English department. "We will go on as before. We expect reform in higher education to continue in 1991."

Within a few days, however, the optimism was gone.

By then, at least 14 people had been killed and scores of others wounded in a Soviet army assault on the capital's television station and broadcasting tower. Witnesses at the scene said unarmed civilians had been cut down by machine guns and crushed by army tanks.

'Dangerous for the Young'

Among those who saw the violence was Rolandas Pavilionis, rector of Vilnius University.

"The situation has worsened," he conceded. "Something bigger is being prepared that will affect not just us, but the whole of the Soviet Union."

One Vilnius student was among the dead and 11 other students were in critical condition in the hospital, the rector added. He said he was trying to reduce the number of students involved in the continuing protest.

"It's dangerous," he said, "especially for the young."

Nevertheless, as the week progressed the rector seemed to regain some hope that the university system—and the republic—would prevail.

Vilnius University "still regards itself as independent" of Moscow, he said, as some 500 students were protecting the insti-

Continued on Page A34

American Universities' Ties to Foreign Companies Seen Producing Political Furor on Capitol Hill

By COLLEEN CORDES

WASHINGTON

Research links between foreign companies and American universities could prove politically explosive, according to some science-policy experts and Congressional aides.

As the number of institutions with ties to foreign businesses has increased, some lawmakers have complained that universities are offering those companies state-of-the-art information gathered at federal expense. Some observers say that if institutions don't regulate such arrangements, Congress may take steps itself—or at least lose some of its enthusiasm for academic research.

Others predict that the business and university communities will unite to persuade Congress that freedom to work with overseas partners is in the long-term interest of the United States.

Arrangements Vary

Academic arrangements with foreign businesses vary widely. On some campuses, such companies sponsor scholarships for students; other institutions—for a fee—give companies access to unpublished data and opportunities to consult regularly with faculty members and graduate students about their research.

A growing number of university-spin-off companies are also selling licenses that permit foreign businesses to market products based on research results patented by the universities.

Such arrangements have become particularly attractive to universities because research money is increasingly difficult to come by. States, the federal government,

Continued on Page A20

Highest Paid Administrators

Medical dean	$160,172
Medical-center chief	125,035
Law dean	120,338
Dentistry dean	115,000
Public-health dean	110,750
Veterinary dean	106,963
System president	98,666
Pharmacy dean	93,445
Institution president	93,000
Health-professions chief	89,444

COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

See story on Page A13

MARGINALIA

Sandra Huska, of the grants office at California University of Pennsylvania, has received a letter from the state department of transportation addressed to "Sandra Huska, Director of Giants."

■

From our very own "Opinion" pages:

"All of us, students and mentors, talked humor with visiting painters and sculptors . . . and the performance artist Pat Oleszko, who once pranced around a New York museum opening decked out as a Yellow Cab. (Another time, decorated as an oversized turkey, she was cheered and protected by a supportive crowed . . ."

"Birds of a feather?" a reader asks.

■

Memorandum from the Council for Advancement and Support of Education:

"CASE's workshop 'Recruiting Students for Two-year Institutions' . . . will teach you how to develop a coordinated marketing approach by using state of the art recruiting techniques.

"See the whole picture. This workshop provides you an in-depth look at all aspects of marketing—starting with the presidents roll."

Talk about coordination!

■

From *The Daily Aztec*, the newspaper at San Diego State University:

"SACRAMENTO — University of California campuses are using some troubling business practices that may lead to wasted tax dollars and costly lawsuits, auditors have found. . . .

"Financial-aid funds from private donors have not been managed properly in some cases. The auditors discovered $30 million worth of privately donated loan funds for students who have been sitting idle."

Who gave money for *them?*

■

From the newspaper at Chatham College:

VOLLEYBALL
TEAM
HAS GOOD
MONTH

"The Chatham College volleyball team lost seven consecutive matches last month to establish a current record of one win–eight losses."

That's not a good month; that's a *great* month.

■

According to the *Congressional Record* last week, "It is the purpose of this title [the National Literacy Act of 1991] to provide for a comprehensive effort to enhance and strengthen the nation's efforts to combat literacy. . . ."

Who needs a new law? We're doing fine, as is. —C.G.

In Brief

Northeastern U. Plans 175 Staff Layoffs

BOSTON — Northeastern University announced last week that it would lay off 175 staff members and administrators to ease budget strains. The layoffs will not affect faculty members.

The layoffs—affecting roughly 10 per cent of Northeastern's staff—are among several steps the university is taking to streamline operations and reduce next year's budget by $17-million. The university also plans to reduce its operating budget by 5 per cent, continue a hiring freeze initiated in June, and reorganize its top administration.

In an address to the campus, President John A. Curry said that the "severe economic recession had conspired with demography to make layoffs unavoidable." Overall enrollment at the university is down 10 per cent this year, and freshman enrollment is down 25 per cent.

Charles Coffin, Northeastern's director of university relations, said those positions "least critical to the function of the university" were being eliminated.

U. of Hawaii Ordered Not to Disclose Names

HONOLULU—A state court has temporarily barred the University of Hawaii from disclosing the names of employees charged with violating the university's sexual-harassment policy.

The union that represents the university's staff members and the union that represents its professors filed separate lawsuits against the institution, claiming that releasing the names would violate the unions' collective-bargaining agreements and the employees' constitutional rights to privacy.

The court, however, specifically excluded the student newspaper from its restraining order. The paper, *Ka Leo O Hawaii*, may publish the names of the professors against whom formal sexual-harassment complaints have been made. The list, which is still being compiled by reporters, thus far includes seven or eight names, a spokesman for the newspaper said.

The university's president, Albert J. Simone, had planned to disclose the employees' names and the status of their cases in response to opinions issued last month by the state's attorney general's office and the office that administers the state's open-records law.

N.C. Campus Fined in Student's Murder

RALEIGH, N.C.—A state commission here has ordered North Carolina Central University to pay $100,000 to the mother of a student who was shot and killed in a dormitory stairwell in 1986.

The North Carolina Industrial Commission found that the university had been negligent in not providing adequate campus security that might have prevented the death of the student, Anthony Bullock.

The commission hears all liability claims against state agencies. The maximum amount it can award is $100,000.

The man who shot Mr. Bullock has since been convicted of second-degree murder and sentenced to life in prison.

David Witherspoon, director of the university's news bureau, said last week that the university had not yet decided whether it would appeal the ruling.

Officials Change Scores on 546 Placement Tests

NEW YORK — The College Board has changed the scores on 546 Advanced Placement examinations that were taken in May.

The error, which the board blamed on a computer error, involved the calculation of scores on 23 French-language tests and 523 Spanish-language tests. The Educational Testing Service, the agency that administers the exams for the board, lowered the scores on 284 tests and raised the ones on 262 others. The tests are scored on a five-point scale, and most of the scores were changed by one point.

Three students whose scores were changed have told the College Board they would seek legal advice about challenging the revisions, a board spokeswoman said.

E.T.S. officials said they had discovered the problem during a statistical review of the 1990 tests that was conducted as part of preparations for the 1991 tests.

Former Assistant Sues Alabama A&M President

HUNTSVILLE, ALA.—A former administrative assistant has filed a $40-million discrimination lawsuit against Alabama A&M University and its president, Carl Marbury. The suit claims the assistant was illegally fired after ending her sexual relationship with the president.

In the lawsuit, filed in federal court, Mary Elizabeth Kennamore said she had begun a physical relationship with Mr. Marbury in November 1988 because she believed her job depended on it. Mr. Marbury was interim president at the time.

Several months later, when Mr. Marbury sought the presidency, he told Ms. Kennamore to take a leave of absence, fearing that their relationship would hurt his chances of getting the job, the suit alleges. Around that time, Ms. Kennamore says, she ended the relationship. According to the lawsuit, Alabama A&M fired her on October 31, 1989, soon after Mr. Marbury became president.

Wendell Johnson, a university spokesman, said the administration considered the lawsuit "ridiculous." Mr. Johnson said the university had simply chosen not to renew Ms. Kennamore's temporary contract. He declined to comment further.

Montana Student Guilty of Classmates' Murders

BUTTE, MONT.—A former student at Montana State University has been convicted here of murdering two of his classmates in a campus dormitory last May.

Brett Byers, 19, was found guilty on two counts of deliberate homicide in the killings of Brian Boeder and James Clevenger, who were shot to death in Mr. Boeder's dormitory room on the Bozeman campus. All three men were university freshmen at the time of the shooting.

Both of the victims were shot several times at close range with a 12-gauge, sawed-off shotgun.

Mr. Byers's attorney, Alexander Blewett, III, said his client suffered from a personality disorder and had been "under extreme emotional stress" at the time of the shooting. Mr. Blewett added that he would wait until Mr. Byers was sentenced before deciding whether or not to appeal the verdict.

National Study Finds Girls Less Confident Than Boys

WASHINGTON — Girls emerge from adolescence with poorer self-esteem, lower expectations for their careers, and less confidence in their abilities than boys do, according to a study released last week.

The study, commissioned by

Hispanics Remain 'Grossly Underrepresented' on Campuses, Report Says

By DENISE K. MAGNER
WASHINGTON

Although their enrollment in colleges and universities increased 63 per cent from 1978 to 1988, Hispanics continue to be "grossly underrepresented" on campuses, a new report says.

The report, the American Council on Education's annual status report on minority education, is to be released this week. It says the number of Hispanics enrolled in colleges and universities rose from 417,000 in 1978 to 680,000 in 1988.

'Intolerable Declines'

The report describes the enrollment increase as an "artifact of population growth." Hispanics are one of the fastest-growing ethnic groups in the nation.

The enrollment increase, the report says, "tends to mask intolerable declines in rates of high-school completion and college participation" by Hispanic youth.

Although the high-school graduation rate for the entire population has improved, the rate for Hispanics has declined. Only 56 per cent of Hispanics who were 18 to 24 years old in 1989 had graduated from high school—compared with 76 per cent of blacks and 82 per cent of whites.

Among all Hispanics aged 18 to 24, only 16 per cent were enrolled in college in 1989, the report says. About 23 per cent of all blacks and nearly 32 per cent of all whites 18 to 24 years old were enrolled in college in 1989.

The report shows that Hispanic students disproportionately attend two-year institutions. About 56 per cent of all Hispanics in higher education were enrolled at two-year colleges, compared with 38 per cent of all students.

This year's status report includes those findings in a special section on Hispanic demographic and educational trends. The report comes on the heels of the council's annual meeting, held last week in San Francisco, where minority educational concerns were among the issues on the agenda.

Among other trends:

- From 1987 to 1989, the enrollment of black students in historically black colleges jumped 9.9 per cent. The number of blacks who enrolled at other institutions increased only 3.5 per cent.
- Whites continue to go to college at a higher rate than blacks or Hispanics. In 1989, 38.8 per cent of white high-school graduates aged 18 to 24 were enrolled in college, compared with 28.7 per cent of Hispanics and 30.8 per cent of blacks in the same age group.
- Black women continue to enroll in college at a much higher rate than black men, and the gap appears to be widening. In 1989 almost 34 per cent of black female high-school graduates aged 18 to 24 attended college, compared with only 27 per cent of black men.
- For the first time in more than 10 years, the number of blacks enrolled at four-year institutions increased at a higher rate than the number enrolled at two-year colleges. The increase was 6.7 per cent at the four-year campuses from 1986 to 1988, but only 1.3 per cent at the two-year institutions.

Copies of the report, "Ninth Annual Status Report on Minorities in Higher Education," are available for $10, prepaid, from Publications Department-D.M., American Council on Education, One Dupont Circle, Washington 20036. ■

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Personal & Professional

'In' Box

The Association of American Universities has published a policy statement aimed at improving graduate education.

The 19-page statement, "Institutional Policies to Improve Doctoral Education," discusses teaching responsibilities, research, the curriculum, financial aid, and other issues. The association became involved in the project because it was concerned that the number and proportion of U.S. students earning doctoral degrees had been declining for more than a decade. It was also concerned that the number of top students entering doctoral programs had fallen, and that students were taking longer to earn their degrees.

A panel of graduate deans drafted the statement, which discusses problems common to many universities. Among its recommendations: Universities should require all graduate students to teach, but should limit teaching time. Faculty members should better advise students on their dissertations. Academic departments should develop and publicize realistic expectations on the time needed to earn a degree. Both universities and the federal government should increase their financial support for graduate study.

Copies of the statement are available for $2 each from the A.A.U., One Dupont Circle, N.W., Suite 730, Washington 20036; (202) 466-5030.

■

Two other publications dealing with graduate education will soon be available from the Council of Graduate Schools.

One, "International Graduate Students: A Guide for Graduate Deans, Faculty, and Administrators," deals with the needs of foreign students, who now account for about 12 per cent of graduate enrollment at U.S. institutions. It discusses such issues as recruitment, language competence, visa requirements, and problems that can arise because of political tensions involving a student's home nation.

The 61-page guide notes that one of the biggest challenges facing graduate deans is the accurate evaluation of foreign students' credentials. It offers recommendations for determining which candidates will be successful.

The booklet on foreign graduate students is expected to be available next month.

The other publication, "Graduate Student Financial Support: A Handbook for Graduate Deans, Faculty, and Administrators," was recently published. It discusses the development and administration of financial-aid programs, and includes listings of numerous grant and loan sources.

For prices and more information on both publications, contact the Council of Graduate Schools, One Dupont Circle, N.W., Suite 430, Washington 20036-1173; (202) 223-3791.

1990-91 Salaries of Administrators Are Up by 5.4%

Raises slightly outpace inflation; predictions for future are gloomy

WASHINGTON

Salary increases for college and university administrators this academic year slightly outpaced last year's inflation rate, but analysts had gloomy predictions about future raises.

A survey of 1,402 institutions by the College and University Personnel Association found that the median salary for administrators in 168 positions rose 5.4 per cent. Meanwhile, the inflation rate was 4.7 per cent in the 12 months ending June 1990.

The latest increases were good news for administrators, whose average raise of 4.5 per cent last year fell below the inflation rate of 5.1 per cent.

Comparable to Other Professionals

However, said John M. Toller, director of personnel at the University of Connecticut: "This is likely to be the best year they'll see in the next year or two. I think it's safe to say that the salaries that will be coming up will not keep pace." Mr. Toller is a member of the advisory committee that analyzed the survey results.

Kathleen E. Donofrio, director of personnel at Loyola College in Maryland and a co-author of the survey report, said she

Continued on Following Page

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Kathleen E. Donofrio of Loyola College in Maryland: "My only explanation is that higher education tried to be more competitive. I don't expect it to be a new trend."

Colleges' Failure to Tackle Pressing Academic Problems in 1980's Laid to Lack of Collaboration by Professors and Administrators

By COURTNEY LEATHERMAN

NAPLES, FLA.

Colleges and universities failed to tackle the most pressing academic problems of the last decade because they never developed effective ways for professors and administrators to work together to set institutional priorities.

At least that's the way some observers saw it during a three-day conference here on academic governance.

"In the 1980's a lot of higher education's most important work did not get done because we didn't have the governance we needed," said Theodore J. Marchese, vice-president of the American Association for Higher Education and an executive editor of the magazine *Change*.

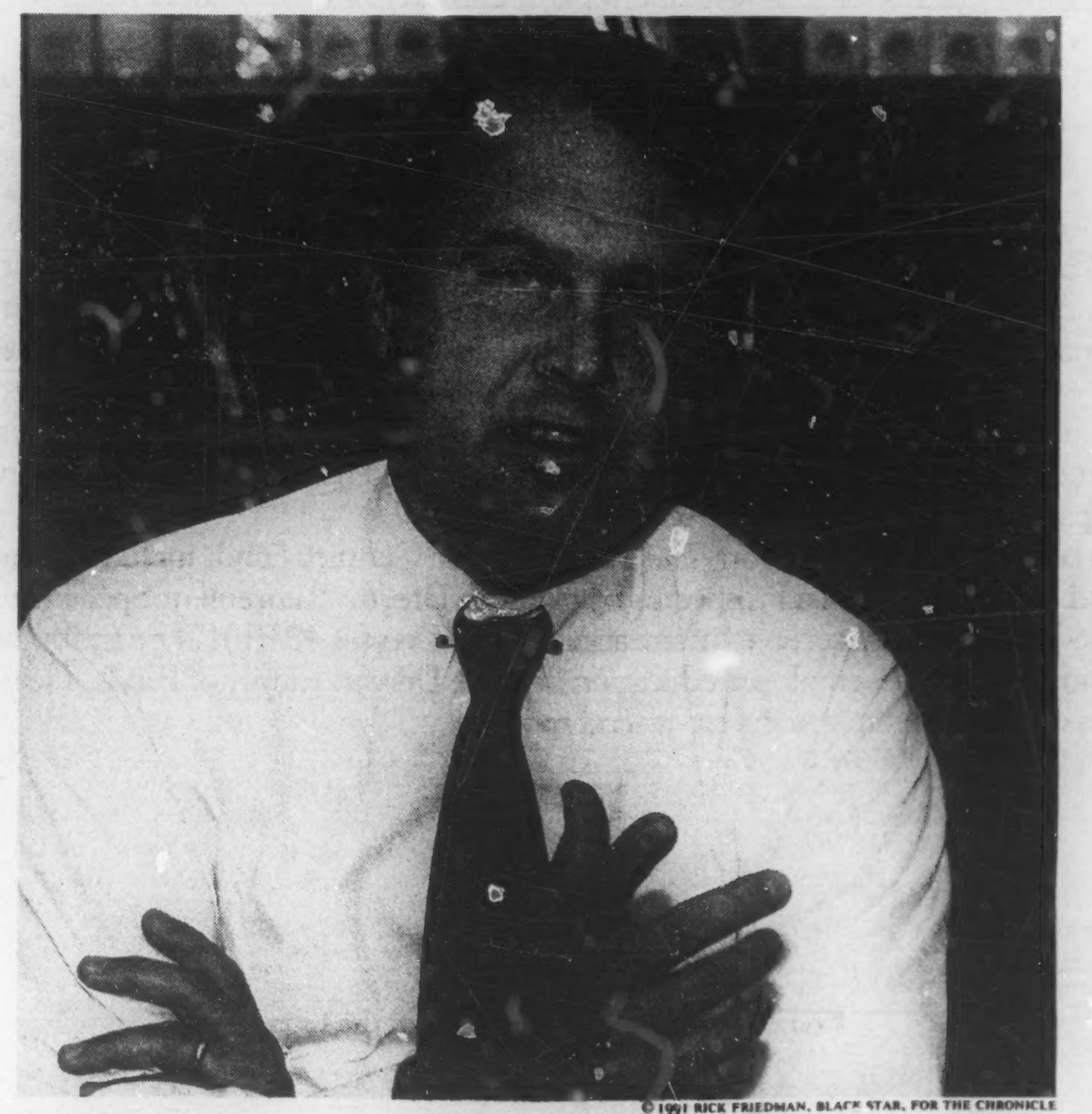
In the last decade, he said, institutions made little progress in improving undergraduate education, in assessing what students learn, and in creating both a curriculum and an environment that are supportive of students from diverse ethnic backgrounds.

'Too Little Concrete Results'

Mr. Marchese delivered the keynote speech at the conference, which was sponsored by the Naples Institute, which is associated with Mount Ida College.

"What these tasks for governance have in common," he said in his speech, "is lots of words behind them, but all too little concrete results, because their resolution de-

Continued on Page A16



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Bryan E. Carlson, president of Mount Ida College: The Naples Institute "has identified academic governance as the pivotal issue of our industry for the 1990's."

1990-91 Salaries for Administrators Rise by 5.4%, but Predictions for Future Are Gloomy

Continued From Preceding Page
was surprised to see the increase. She noted that the percentage was on a par with the increase that professionals outside higher education had received this year. That was unusual, she said.

"My only explanation is that higher education tried to be more competitive," Ms. Donofrio said, adding: "I don't expect it to be a new trend."

Salaries Tied to Economy

Like Mr. Toller, she predicted that as the economy worsens, administrators' salaries will fall way behind inflation.

Indeed, the inflation rate has already increased since current salaries took effect, Mr. Toller noted. For the 12 months ending in December, the rate—as measured by changes in the Consumer Price Index—was 6.1 per cent.

The index, compiled by the U.S. Department of Labor every month, measures changes in prices of consumer goods and services.

The personnel association's survey bases pay increases on the median—or the middle range of a group of salaries—rather than on averages, which can be skewed by extremely high or low salaries.

Its "1990-91 Administration Compensation Survey" includes aggregate data by type of institution, budget size, and enrollment.

Median salaries for 1990-91 at all institutions combined ranged from $21,523 for admissions counselors to $160,172 for medical-school deans.

New Categories

Although past surveys have included salary data for student-affairs officers, this was the first time in the survey's 14-year history that the positions of dean of students and director of union and student activities were included. In addition, the median salary increases for student-services administrators showed the most improvement—5.8 per cent, up from 3.4 per cent last year.

Ms. Donofrio suggested that those positions were being elevated at a time when many colleges were concerned about the campus climate. "One can speculate that the fact that those increases were so significant may state something about the relative attention being paid to those positions in higher education," she said.

The median salary for administrators at private colleges increased by 5.5 per cent, up from 3.9 per cent last year. The salary increase for administrators at public institutions was 5.7 per cent, up from 4.6 per cent last year.

Mr. Toller said he believed increases at private colleges were largely responsible for the overall increase in salaries. He said that raises at private colleges tended to fluctuate more than those at public institutions, where state support may not be high, but is usually constant. "It's sort of like the race between the tortoise and the hare," he said.

When institutions were broken down by category, only administrators at doctoral universities received higher raises this year than last year. The median salary rose 6.2 per cent, up from 3.9 per cent. Salary increases for administrators at all comprehensive institutions, who saw relatively big increases last year, fell to 4 per cent from 11 per cent.

Keeping Pace With Inflation

When all types of institutions were considered, a sixth category of administrators this academic year joined five others whose salaries are above $100,000.

The deans of public-health schools were added to a list that also includes the chiefs of medical centers and the deans of medicine, law, dentistry, and veterinary medicine.

Despite fluctuations in salary increases from one year to the next, Mr. Toller said that over the long term, the average increases for administrators had stayed nearly even with the rate of inflation. He found that over the last 13 years, administrators' salaries had risen an average of 6 per cent a year—just less than the Consumer Price Index in that period, which rose an average of 6.1 per cent a year.

Ms. Donofrio urged colleges to be cautious in using the results of the survey. "Institutional decision makers who use this tool need to use it properly," she said. "This is a tool to tell you what the market is doing, but it's not a substitute for making decisions that make sense for your institutions about compensation."

Copies of the report, "1990-91 Administrative Compensation Survey," are available from the College and University Personnel Association, 1233 20th Street, N.W., Suite 503, Washington 20036; (202) 429-0311. The price is $65 for CUPA members, $160 for non-members who participated in the survey, and $285 for all other non-members. The association also does custom-tailored salary studies for institutions that want to make comparisons with peer institutions.

—COURTNEY LEATHERMAN

FACULTY NOTES

- **U. of Houston reinstates tenured professor who was dismissed in August**
- **Faculty censures Auburn U. president for denying tenure to theologian**
- **Jefferson U. woos molecular biologist and 200 associates from Temple**

The University of Houston System's Board of Regents this month reinstated a faculty member whose dismissal in August ignited faculty debate and prompted threats of a lawsuit.

Chris Downs, a tenured associate professor of psychology, had been dismissed for alleged "gross professional misconduct" after a former student accused him of sexual harassment.

The dismissal angered many faculty members on the Clear Lake campus, where Mr. Downs teaches, because it came after two university committees recommended that Mr. Downs be retained. The committees found no evidence that harassment had occurred.

Mr. Downs and the Texas Faculty Association announced plans to sue the university. In October the regents agreed to reopen the case and consider Mr. Downs on leave with pay until it was resolved.

Thomas M. Stauffer, the president of the Clear Lake campus, said last month that he would recommend that Mr. Downs be reinstated, even though he still felt there had been cause for dismissal.

After the board reinstated him, Mr. Downs said he was relieved but would still consider suing the university if his other requests, including promotion to a full professorship and compensation for lost wages, were not met.

—KATHERINE S. MANGAN

■

In a final show of support for a controversial Roman Catholic theologian who was denied tenure at Auburn University, the University Senate has censured Auburn's president.

The theologian, the Rev. Charles E. Curran, will leave Auburn in the summer to take an endowed professorship at Southern Methodist University.

The senate last week voted 48 to 39 to censure the president, James E. Martin, maintaining he had violated the university's academic principles and policies when he overturned a faculty decision to grant tenure to Father Curran last spring. The censure statement said Mr. Martin's refusal to disclose the reasons for his decision, and his allowing people outside the tenure process to influence that decision, had damaged Auburn's academic integrity and reputation.

Some professors said Mr. Martin's decision was made under pressure from the university's Board of Trustees, who were concerned about Father Curran's history of controversy with the church. Auburn, a public university, has no church ties.

In a statement, Mr. Martin said that while he did not agree with the censure vote, he hoped it would end the tension between the administration and faculty.

Gary Mullen, the senate's chairman, said that group would drop discussion on Father Curran but would continue to press administrators to strengthen their commitment to academic freedom and to a larger faculty role in governing the university.

Meanwhile, Father Curran's case is being examined by the American Association of University Professors, which monitors academic freedom in higher education. Auburn has been on the A.A.U.P.'s list of censured institutions since 1983. —DEBRA E. BLUM

■

A well-known molecular biologist, wooed by Thomas Jefferson University with a multi-million-dollar package that includes expanded laboratory space, plans to leave Temple University—taking with him most of a 40-member team of scientists and his federal-grant money.

The biologist, Carlo M. Croce, director of Temple's Fels Institute for Cancer Research and Molecular Biology, plans to take with him nearly 200 people associated with his work—including faculty members, graduate students, postdoctoral fellows, and staff members. He is expected to transfer almost $10-million in federal grants, including a four-year, $5.6-million grant from the National Cancer Institutes.

While it is not unusual for superstar scholars to be recruited by other institutions, the defection of an entire laboratory can seriously damage a university's research program. The biologist's departure was another in a series of setbacks for Temple, which suffered a bitter month-long faculty walkout last fall. The strike did not involve the medical school, where Dr. Croce works.

Kathy Gosliner, Temple's director of communications, said the university had simply decided not to meet Dr. Croce's demands for more laboratory space. His request to move his laboratory into Temple's pharmacy building would have meant the displacement of 1,000 people–professors, staff members, and students—and would have cost nearly $20-million for renovations, she said.

Officials at Thomas Jefferson would not disclose the exact terms of Dr. Croce's package, but they said it included money to give the biologist and his research team expanded laboratory space in an $85-million life-sciences building now under construction.

Dr. Croce, who came to Temple in 1988 from the Wistar Institute of Anatomy and Biology in Philadelphia, could not be reached for comment. —D.E.B.

VIDEOS

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FACT FILE: Median Salaries of College and University Administrators, 1990-91

Executive	All institutions	Doctoral	Comprehensive	Baccalaureate	2-year
Chief executive of a system	$98,666	$141,325	$119,807	$78,883	$85,350
Assistant to chief executive of a system	60,000	64,000	—	—	54,715
Chief executive of a single institution	93,000	132,000	99,251	90,482	78,337
Assistant to chief executive of a single institution	46,465	62,200	51,705	37,150	41,923
Executive vice-president	76,740	115,000	80,000	63,205	68,753

Academic	All institutions	Doctoral	Comprehensive	Baccalaureate	2-year
Chief academic officer	$70,721	$111,300	$82,488	$63,600	$60,468
Chief health-professions officer	89,444	154,000	83,844	—	47,947
Director, library services	46,480	78,734	55,266	38,225	41,904
Circulation librarian	28,000	36,389	28,809	22,219	31,027
Acquisitions librarian	31,922	38,319	31,456	27,140	29,035
Technical-services librarian	32,700	50,200	35,424	27,217	31,144
Public-services librarian	34,080	50,950	35,000	28,550	32,604
Reference librarian	30,428	39,500	31,172	26,870	32,666
Director, institutional research	47,290	58,758	47,623	36,500	43,027
Associate director, institutional research	38,292	42,500	36,000	32,868	40,386
Director, educational-media services	35,900	50,876	37,231	28,200	38,725
Director, learning-resources center	38,500	49,254	38,500	28,525	42,566
Director, international studies	48,438	57,132	46,980	41,551	42,180
Director, academic computer center	47,100	67,100	47,845	37,700	42,139
Associate director, academic computer center	40,380	54,756	40,115	26,812	—
Administrator, grants and contracts	46,027	62,768	—	30,300	41,221
Dean, architecture	87,255	89,376	—	—	—
Dean, agriculture	84,700	97,800	69,178	—	50,181
Dean, arts and letters	61,250	91,490	69,267	50,820	48,551
Dean, arts and sciences	70,000	95,410	70,906	53,441	52,250
Dean, business	70,000	103,057	76,419	52,616	49,664
Dean, communications	57,600	89,500	60,900	33,950	48,444
Dean, continuing education	53,400	76,402	58,625	44,729	49,619
Dean, dentistry	115,000	128,000	—	—	—
Dean, education	68,300	87,700	68,116	46,860	48,395
Dean, engineering	88,564	110,746	85,000	56,552	55,065
Dean, extension	60,862	82,978	65,000	—	54,924
Dean, fine arts	60,765	84,400	67,400	43,500	49,432
Dean, graduate programs	68,784	87,859	65,000	47,161	—
Dean, health-related professions	62,205	85,392	70,368	46,353	49,488
Dean, home economics	77,425	87,264	—	—	—
Dean, humanities	52,384	88,884	65,000	43,652	50,258
Dean, instruction	56,476	—	—	—	55,617
Dean, law	120,338	125,002	116,000	—	—
Dean, library and information sciences	68,000	82,915	63,308	—	51,110
Dean, mathematics	52,164	—	56,275	37,166	50,657
Dean, medicine	160,172	180,196	—	—	—
Dean, music	66,000	85,500	66,054	36,900	—
Dean, nursing	60,000	87,320	65,152	46,088	44,314
Dean, pharmacy	93,445	103,755	80,000	—	—
Dean, public health	110,750	128,600	—	—	—
Dean, sciences	58,314	101,500	68,000	47,874	51,468
Dean, social sciences	53,273	99,025	68,958	43,395	51,939
Dean, social work	78,981	89,701	65,000	—	—
Dean, special programs	47,000	—	53,695	44,942	44,944
Dean, undergraduate programs	61,392	78,945	59,750	53,700	—
Dean, veterinary medicine	106,963	109,070	—	—	—
Dean, vocational education	54,600	75,952	70,020	57,674	50,161

Administrative	All institutions	Doctoral	Comprehensive	Baccalaureate	2-year
Chief business officer	$67,760	$97,825	$77,308	$61,364	$57,546
Chief administration officer	65,150	94,149	73,200	54,864	57,933
Chief financial officer	62,000	87,000	63,033	51,806	50,134
Director, health and safety	46,720	57,600	38,868	32,153	40,216
Director, telecommunications	45,000	55,397	41,505	30,200	41,797
Chief planning officer	62,250	71,464	62,448	54,625	54,931
Chief budget officer	52,838	62,900	51,012	42,000	45,886
Associate budget director	43,038	49,238	40,441	35,000	37,869
Chief planning and budget officer	68,709	80,000	60,200	50,842	—
General counsel	71,175	85,119	60,000	—	47,701
Staff attorney	52,084	52,042	—	—	—
Chief personnel officer	49,429	66,000	50,109	36,380	45,226
Associate director, personnel	39,000	48,240	36,496	30,600	40,173
Manager, benefits	32,000	41,508	30,000	25,900	27,917
Manager, training and development	35,767	37,780	31,200	—	41,801
Manager, employee relations	38,925	38,713	41,234	—	—
Manager, labor relations	52,521	51,338	—	—	—
Manager, employment	32,500	37,836	29,019	27,235	29,951
Manager, wage and salary	35,977	39,110	31,944	—	35,086
Manager, personnel information systems	34,041	38,200	31,441	25,931	—
Director, affirmative action and equal employment	49,737	54,631	45,000	43,705	43,368
Associate director, affirmative action and equal employment	35,839	38,004	36,000	—	—
Director, personnel and affirmative action	40,500	—	45,454	30,945	39,996
Chief computer officer	53,500	76,100	58,240	42,360	46,152
Associate director, computer center	44,398	60,556	44,356	35,497	36,750
Data base administrator	43,270	48,266	38,497	29,200	37,535
Systems analyst, highest level	38,410	41,532	38,971	30,706	34,300
Systems analyst, lowest level	30,782	33,270	30,235	24,925	30,375
Programmer analyst, highest level	32,427	33,525	31,933	28,000	32,765
Programmer analyst, lowest level	25,737	26,537	25,839	23,400	25,719
Director, administrative computer center	46,503	65,000	48,607	36,055	41,158

Administrative, continued	All institutions	Doctoral	Comprehensive	Baccalaureate	2-year
Associate director, administrative computer center	$42,102	$58,300	$45,337	$32,350	$37,249
Director, information systems	54,994	60,363	50,200	43,431	51,684
Chief physical-plant officer	48,200	71,638	53,810	40,950	41,300
Associate director, physical plant	40,000	54,344	41,434	30,496	34,031
Manager, landscape and grounds	30,898	37,598	30,912	25,500	26,829
Manager, building maintenance trades	34,405	43,370	34,747	30,090	30,703
Manager, technical trades	34,920	41,390	34,712	30,241	30,252
Manager, custodial services	29,946	37,377	30,208	24,300	27,414
Manager, power plant	37,615	43,498	35,417	35,200	32,179
Comptroller	48,240	70,274	52,900	40,100	42,224
Manager, payroll	30,484	39,425	29,393	23,200	27,566
Director, accounting	40,432	52,150	40,713	31,189	35,772
Staff accountant, highest level	29,258	32,340	29,276	25,200	30,000
Staff accountant, lowest level	23,820	24,200	23,778	21,552	24,669
Bursar	36,206	45,500	35,310	28,880	35,725
Associate bursar	28,675	38,475	28,148	25,047	—
Director, purchasing	38,326	52,000	37,950	30,030	34,179
Associate director, purchasing	34,350	41,706	31,782	24,473	26,082
Director, bookstore	29,862	46,000	33,734	23,627	26,493
Associate director, bookstore	24,912	32,633	26,176	19,008	24,558
Director, internal audit	46,640	56,168	39,929	37,980	34,935
Director, auxiliary services	46,980	62,232	48,700	36,000	39,752
Manager, mail services	22,725	29,601	23,183	17,000	21,937
Director, campus security	36,764	51,888	38,808	28,378	31,152
Director, risk management and insurance	48,300	52,863	40,040	—	—
Administrator, hospital medical center	125,035	125,070	—	—	—

External affairs	All institutions	Doctoral	Comprehensive	Baccalaureate	2-year
Chief development officer	$61,175	$89,511	$66,723	$58,500	$48,327
Director, annual giving	35,265	43,274	35,500	31,500	36,980
Director, corporate and foundation relations	41,354	50,782	40,197	36,750	39,498
Coordinator, resource development	30,500	35,662	28,000	27,350	39,206
Director, estate planning	45,150	56,946	43,160	39,914	—
Chief public-relations officer	42,298	69,377	45,262	35,223	36,381
Director, governmental relations	64,685	71,600	61,803	—	—
Chief development and public-relations officer	67,980	95,100	73,000	52,956	42,400
Director, alumni affairs	35,175	54,036	36,430	30,110	26,037
Director, development and alumni affairs	46,195	65,000	48,755	43,310	39,911
Director, special and deferred gifts	44,335	56,625	48,674	38,494	—
Director, church relations	36,169	—	42,949	35,451	—
Director, community services	42,443	49,835	38,106	29,600	42,847
Director, publications	35,989	44,910	36,655	29,392	33,157
Associate director, publications	28,920	34,409	29,427	25,000	26,893
Manager, printing services	30,500	39,327	30,537	23,600	27,354
Director, information office	36,136	51,998	37,800	27,500	33,012
Director, news bureau	31,745	40,346	30,969	24,500	31,119

Student services	All institutions	Doctoral	Comprehensive	Baccalaureate	2-year
Chief student-affairs officer	$59,934	$87,150	$68,500	$49,284	$54,880
Dean, students	47,621	58,500	50,000	40,425	48,097
Chief admissions officer	45,000	59,488	47,895	40,000	39,538
Associate director, admissions	31,400	37,780	33,185	27,000	29,384
Admissions counselor	21,523	23,934	21,931	19,277	24,677
Academic advisor	27,040	26,566	27,040	27,228	28,639
Director, admissions and registrar	45,893	65,544	54,500	35,605	43,800
Registrar	39,400	57,100	44,618	33,419	36,594
Associate registrar	34,247	42,149	34,553	25,760	31,993
Assistant registrar	26,424	31,056	27,889	20,710	27,203
Director, admissions and financial aid	47,567	80,080	58,850	45,194	41,008
Director, student financial aid	38,256	53,000	42,670	32,635	36,770
Associate director, student financial aid	28,476	38,457	29,689	22,741	27,782
Director, food services	39,445	54,039	40,000	33,860	28,554
Associate director, food services	33,180	40,919	33,199	26,750	20,370
Director, student housing	35,900	52,800	37,800	27,858	25,000
Associate director, student housing	30,451	41,066	30,046	21,603	—
Housing officer, administrative operations	31,903	38,834	30,383	20,793	—
Housing officer, residential life	26,453	37,038	28,000	22,321	23,550
Director, foreign students	32,945	40,273	31,069	26,356	32,162
Director, student union and student activities	37,623	48,495	39,698	27,020	—
Director, student union	39,900	48,072	39,399	28,150	30,268
Associate director, student union	31,264	34,461	32,431	24,700	—
Director, student activities	30,609	39,140	32,155	25,186	32,700
Director, student placement	35,880	48,657	38,000	28,697	33,676
Director, student counseling	41,556	54,500	42,636	33,024	42,930
Associate director, student counseling	35,750	42,659	33,522	27,300	36,540
Director, student health services, physician	74,262	82,351	69,098	37,625	—
Director, student health services, nurse	28,248	39,329	31,643	23,200	28,550
Director, campus ministries	31,540	40,000	34,700	28,938	—
Director, athletics	48,810	79,500	55,300	40,000	40,023
Men's	50,700	59,319	52,632	43,825	—
Women's	39,141	46,900	41,683	31,900	—
Director, sports information	27,055	34,017	28,000	21,485	—
Director, campus recreation	31,500	43,500	31,116	26,760	25,313
Chief, enrollment management	52,505	65,100	58,679	52,169	40,836
Director, minority affairs	37,012	43,000	36,312	31,900	31,200
Director, conferences	36,268	44,475	33,775	30,033	34,458

Note: The figures are based on a survey sent to 3,400 colleges and universities in the fall of 1990. The response rate was 41 per cent. The figures are meant to provide a broad overview of salaries in higher education. A dash indicates insufficient data.

SOURCE: COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

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News Summary

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Discoveries of huge structures in the cosmos are challenging the leading theories about how the universe was formed: Page A5.

Advocates of the study of Western culture and an "objective" approach to scholarship met to decry "extremism" on campuses: Page A15.

Insurance to cover long-term care, a benefit that was virtually non-existent before the mid-1980's, is being offered by higher education's largest pension companies: Page A15.

An AIDS researcher is fighting a Colorado law that requires him to report the names of research participants who carry the virus that causes the disease: Page A19.

Stanford U. will forgo $500,000 in overhead charges it billed to federal research agencies: Page A19.

The fight over the state's budget will be tricky for Connecticut's higher-education advocates: Page A19.

Liberal-arts colleges are trying to cut costs, but fear they may damage their character: Page A25.

The N.C.A.A. penalized two colleges for allowing academically ineligible players to compete: Page A33.

African universities are desperately seeking ways to save money and find new sources of funds: Page A35.

Spain plans to impose tough standards for recognizing new institutions of higher education: Page A35.

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REPERCUSSIONS FROM THE GULF

Some Jewish Students Break Ranks With Liberal Groups; at Dearborn, Arab Americans Are Distracted, Saddened

Arab Americans

By SCOTT HELLER

DEARBORN, MICH.

At first the words stung Amal Berry.

"Traitor—go back to where you came from!"

Ms. Berry, who was born in Lebanon, emigrated to the United States in 1976. As far as she's concerned, she's an American—and as an American, she said last week, she has a right to continue protesting against the Persian Gulf war. Ms. Berry is among several members of the Arab Student Association here at the University of Michigan at Dearborn who have chosen to take a public stand against the war.

In Dearborn, with the largest Arab population of any American city, many Arab-American students said last week that the war was deeply distracting and saddening. Some said it had been a harsh reminder that most Americans have little understanding of the Arab world. The students noted that tensions had increased on the campus, and they worried that the worst was yet to come.

Said Tony Taweel, an American-born economics major: "They see black hair and say, 'Go back to where you came from.' "

"It's not the first time Arab Americans have been singled out," said Mr. Taweel. "When they bombed Khadafy, we were all Libyans. Now we're all Iraqis."

Ms. Berry said "blatant racism" was

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Related Reports

- **Middle East scholars** are concerned about historic sites and the fate of colleagues. Page A5.
- **Students** for and against the war expressed their opinions in a variety of ways: Page A28.
- **The hostilities** disrupted higher education throughout the Middle East: Page A35.

Jewish students

By MICHELE N-K COLLISON

As Iraqi missiles hit Israel last week, many Jewish students who had marched in protests against the Persian Gulf war suddenly found themselves confused. Many said they felt an attachment to Israel and its survival that overrode their feelings about maintaining peace.

As a result, many have broken ranks with the liberal student groups they have traditionally supported. Jewish students who were still working with anti-war factions said they felt alienated by the anti-Israel rhetoric coming from some of the groups.

"Here are students whose gut feelings are mainstream liberal and in another age would have been marching with the protesters," said Rabbi Chaim Seidler-Feller, director of the Hillel Jewish Center at the University of California at Los Angeles. "Some Jewish students still are maintaining the war is

Continued on Page A32

Justice Department's Antitrust Investigation Focuses on Elite Colleges

By SCOTT JASCHIK

WASHINGTON

The Justice Department's inquiry into possible antitrust violations by private colleges appears to be zeroing in on the more elite of the 57 institutions under investigation.

In particular, the department seems to be focusing on the 23 prestigious colleges in the Overlap Group, which meets each year to compare financial-aid awards offered to students who have been admitted to more than one member institution.

- The department has been negotiating a possible settlement with the eight Ivy League universities, according to sources familiar with the negotiations. One scenario would require those universities and the other institutions in the Overlap Group to end their long-standing practice of discussing aid awards.
- This month the department started an investigation of the Consortium on Financing Higher Education, a research organization comprising 32 elite private colleges and universities. Twenty-five of the colleges are already part of the antitrust inquiry.
- The department has been taking depositions of senior administrators on some elite campuses. Officials at Stanford University were interviewed this month.
- Many colleges in the investigation that are not members of the Overlap Group report they have heard nothing from the Justice Department for more than a year. Officials of some of those institutions say they believe the Justice Department is using their colleges as a "control group" against which to compare those that the investigators are most concerned about.

The Justice Department will not comment on its inquiry except to confirm that the probe is still going on. College lawyers and antitrust experts caution against reading too much into the way the department is conducting its investigation.

Many of those lawyers, most of whom say they do not want to be quoted by name, say they believe the department is interested primarily in the Overlap Group and will probably take no action against many of the other institutions.

First Demands in 1989

The Justice Department investigation first became public knowledge in August 1989, when about 20 colleges reported receiving demands from the Justice Department for information about how they set tuition rates and award financial aid. Many

Continued on Page A22

Record Number of Freshmen Plan to Join Protests on Campuses, Survey Prior to Gulf War Shows

By ROBIN WILSON

Record numbers of this year's college freshmen plan to participate in campus protests, a survey has found.

The students were questioned last summer and fall, before the conflict in the Persian Gulf escalated. But Alexander W. Astin, director of the survey, said last week: "These trends show that there is a rapidly expanding number of American college students who are dissatisfied with the *status quo* and who want to become personally involved in bringing about change in American society."

He added: "The war might well galvanize a lot of that energy." Mr. Astin has conducted the survey for 25 years.

According to the survey, about 40 per cent of this year's freshmen said they had taken part in demonstrations in their last year in high school. That figure compares with the 37 per cent who reported doing so in 1989 and is more than double the proportion who reported participating in protests in the late 1960's.

The number of students who said they planned to take part in college demonstrations also reached an all-time high, 7.1 per cent. About 6.3 per cent of the students questioned in 1989 said they planned to take part in protests, compared with about

Continued on Page A32

How this year's college freshmen responded to questions about their attitudes and characteristics: Pages A30-31.

MARGINALIA

"What's the best way to avoid a hangover?" asks a message from the Student Health Center at California State University, Los Angeles.

The answer, courtesy of the health center:

"Never drink on an empty stomach; always accompany food with alcohol."

We *hate* beer with breakfast.

■

From *On the Green,* the faculty-staff weekly at Gallaudet University:

"To help the University community know what to do if they awaken during a work day to find the outdoors blanketed in white, . . ."

It's those overheated classrooms that make people doze off.

■

From the University of South Carolina *Carolinian:*

" 'Readership surveys tell us that young people aren't reading as much as their parents did,' [Bobby] Hitt said. 'They find newspapers to be verbose and boring. In looking at how to make a newspaper attractive and essential, it comes down to how well-editedit is.' "

Uh-huh.

■

From the faculty bulletin at North Carolina State University:

"Dr. Jack H. Wheatley, Math-Science Education, has won the Oak Leaf Award of the N. C. Congress of Parents and Teachers. Wheatley . . . was specifically cited for his three years of volunteer work with the local Washington Elementary school on a science program. Among other activities he also worked to develop a workshop teaching 'hands-on' science to elementary students which was resented at a National Science Teachers Association meeting in Atlanta in April."

Some teachers are like that.

■

The provost at Seattle University received a mailing addressed to:

VACANT
VICE PRESIDENT
SEATTLE UNIVERSITY

"I'm not sure how to interpret the decision of the mailroom staff that I should be the recipient," the provost tells us.

■

A notice in our own "Bulletin Board" pages:

PRESIDENT
The Florida State University

. . .

"Applications and nominations should be addressed to:
The State University System
of Florida is an Equal Opportunity,
Affirmative Action Employer.
Women and minorities
are encouraged to apply."

Hold on while we look for a bigger envelope. —C.G.

In Brief

CUNY Officials Propose New Academic Standards

NEW YORK—The City University of New York plans to adopt new academic standards that would require applicants either to complete a high-school curriculum that emphasizes college-preparatory courses or to take comparable courses while at CUNY.

University officials said the proposed standards would allow the 21-campus system to raise its requirements while maintaining its policy of guaranteeing admission to every graduate of the New York City public schools.

The proposal, developed by a committee of CUNY campus presidents and endorsed by Chancellor W. Ann Reynolds, is expected to be approved by the system's trustees next month.

The proposal calls for faculty members from CUNY and the public schools to determine the new course requirements. The standards will be phased in, beginning in the fall of 1992.

A university spokesman said that roughly half of the students now attending the system's four-year campuses had completed a traditional college-preparatory curriculum in high school, and that a much smaller proportion of those at the system's two-year campuses had such preparation.

Eating Club at Princeton Must Now Admit Women

WASHINGTON — The Supreme Court last week refused to consider an appeal by the only remaining all-male eating club at Princeton University. The club sought to continue excluding women as members.

After a 12-year legal battle, the court let stand a decision by a New Jersey court, which had ordered the Tiger Inn and the Ivy Club—which was then another all-male eating club on the campus—to open their membership to women. The Ivy Club has since admitted 15 women.

Sally Frank, a Princeton graduate, filed her original complaint against the Ivy Club and the Tiger Inn in 1979, charging that their all-male membership rule discriminated against women.

Jacquelyn Savani, a spokeswoman for Princeton, said the Tiger Inn had announced it would allow women to participate in its next "bicker," the process by which it admits new members.

The Ivy Club filed a separate lawsuit in federal district court saying that Ivy members' right to freedom of association had been violated. That lawsuit is still pending.

7 at Prairie View Indicted in Bribery, Grades Scam

HEMPSTEAD, TEX.—An investigation at Prairie View A&M University that uncovered a bribery and grade-buying scheme has resulted in the indictment of seven people on the campus.

The investigation, which originally focused on the university's athletics department, identified a total of 148 students who were involved in the scam, said Albert McCaig, special prosecutor for the Waller County district attorney's office.

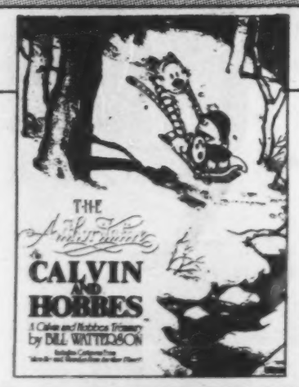
Two secretaries, four former students, and one current student at the university stand accused of participating in a scheme to change grades or residence status. Foreign students at Prairie View who do not have U.S. resident status pay $100 more per semester hour than foreign students who do.

According to Mr. McCaig, one of the secretaries accepted small sums of money or crack cocaine to alter grades. Another took bribes of $400 to $600 from foreign students to change their records to indicate U.S. residency.

The students indicted had further implicated themselves by trying to bribe officials to change their altered records back and thus avoid suspicion, said Mr. McCaig.

The district attorney's office hopes to conclude the investigation in a few weeks, and has no plans to indict any other students.

What They're Reading on College Campuses

		Previous Survey
1.	 **The Authoritative Calvin and Hobbes,** by Bill Watterson	1
2.	**All I Really Need to Know I Learned in Kindergarten,** by Robert Fulghum	4
3.	**The Plains of Passage,** by Jean M. Auel	5
4.	**Foucault's Pendulum,** by Umberto Eco	—
5.	**The "Late Night With David Letterman" Book of Top Ten Lists,** by David Letterman, Steve O'Donnell, et al.	9
6.	**Wiener Dog Art: The Far Side Collection,** by Gary Larson	2
7.	**Where's Waldo?** by Martin Handford	—
8.	**The Bonfire of the Vanities,** by Tom Wolfe	—
9.	**Misery,** by Stephen King	—
10.	**The Civil War,** by Geoffrey C. Ward with Ric Burns and Ken Burns	—

The Chronicle's list of best-selling books was compiled from information supplied by stores serving the following campuses: American U., Baylor U., Bucknell U., Carleton College, Carnegie Mellon U., Case Western Reserve U., Central Michigan U., Denison U., Idaho State U., Iowa State U., Kent State U., Lawrence U., Lehigh U., Mankato State U., Montana State U., New York U., North Dakota State U., Pennsylvania State U., Portland State U., Princeton U., San Francisco State U., Southern Methodist U., Stanford U., State U. of New York at Buffalo, Tulane U., U. of California at San Diego, U. of Hawaii, U. of Illinois at Urbana-Champaign, U. of Iowa, U. of Missouri at Columbia, U. of Nebraska at Lincoln, U. of New Orleans, U. of Notre Dame, U. of Pittsburgh, U. of Puget Sound, U. of Southern California, U. of Wisconsin at Madison, U. of Wisconsin at Milwaukee, Washington U. (Mo.), and Wichita State U.

Reports covered sales of hardcover and paperback trade books in December.

U. of Cal. to Increase Oversight of Federal Labs

OAKLAND, CAL. — David P. Gardner, president of the University of California, has announced a plan to increase oversight of the three laboratories that the university manages for the federal government. The plan includes the establishment of a new committee of scientists and others to monitor operations at the facilities.

Mr. Gardner also said he would reorganize his office to give two senior vice-presidents direct responsibility for overseeing the Lawrence Livermore and Los Alamos National Laboratories and the Lawrence Berkeley Laboratory. The Livermore and Los Alamos laboratories conduct weapons research.

The committee will for the first time review plans for research at the labs, Mr. Gardner said. The panel will be made up of 20 members representing academe, business, and government.

The university's contract to manage the laboratories, which have an annual budget of about $2.2-billion, expires in 1992. The

Freshman Enrollment at 2-Year Colleges Rises by 10%

NEW YORK

Freshman enrollments grew an average of 10 per cent at two-year colleges from 1988 to 1989 but dipped 1 per cent at four-year institutions, according to the College Board.

In a report that covered enrollment, admission, and financial-aid trends, the board said last week that the number of freshmen at community colleges had probably increased because more people were seeking job training and low educational costs.

The report, based on a 1990 survey of 3,138 colleges and universities, said that freshmen at private four-year institutions were slightly more likely than their counterparts at public four-year institutions to return for the sophomore year. At private colleges, 80 per cent of the freshmen enrolled for the sophomore year, while at public colleges, 73 per cent of freshmen returned, according to the report.

The report said that 44 per cent of freshmen at public four-year colleges qualified for financial aid, compared with 56 per cent of those at private four-year colleges. At two-year institutions, 31 per cent of the freshmen at public colleges and 58 per cent of those at private colleges needed financial assistance. Nearly all of those freshmen judged to need financial assistance were offered aid, according to the survey's findings.

Findings on Selectivity

The report said four-year institutions received an average of 3.4 applications for each freshman enrolled. Over all, four-year colleges accepted 62 per cent of their applicants, and 47 per cent of those who were accepted enrolled, the survey found.

Among four-year colleges, 12 per cent accepted fewer than half of their applicants, 35 per cent admitted half to three-quarters of their applicants, and 53 per cent accepted three-quarters or more of their applicants, the College Board said. Private doctoral universities were the most selective, with 26 per cent admitting fewer than half of their applicants.

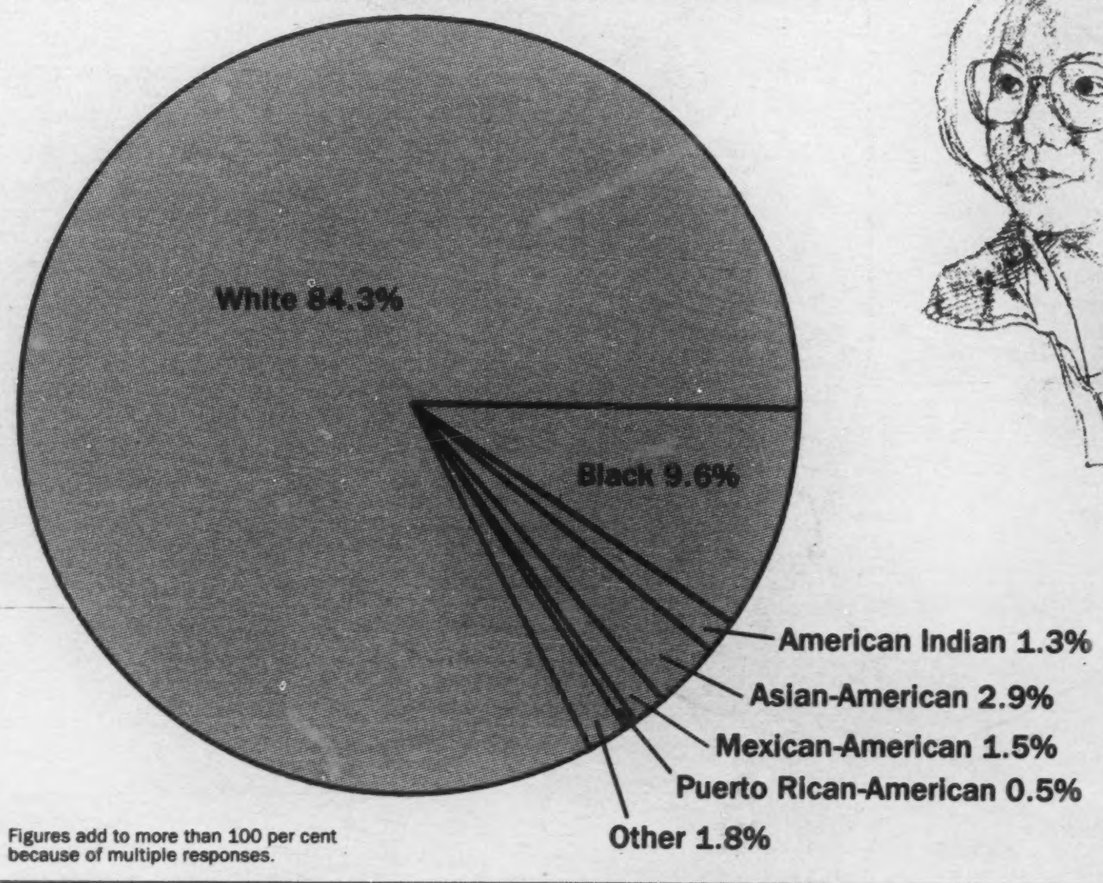
The 78-page report, "Summary Statistics: Annual Survey of Colleges, 1990-91," is available from College Board Publications, Box 886, New York 10101-0886; request item number 239573. The price is $25 plus a $2.95 handling charge. To purchase computer tapes or disks, contact Jean Marzone, the board's director of information services, at (212) 713-8116. —J.E.

The Chronicle of Higher Education (ISSN 0009-5982) is published weekly except the third week in August and the last two weeks in December, at 1255 Twenty-Third Street, N.W., Washington, D.C. 20037. Subscription rate: $62.50 per year. Second-class postage paid at Washington, D.C., and at additional mailing offices. Copyright © 1991 by The Chronicle of Higher Education, Inc. Printed in the United States of America. POSTMASTER: Send address changes to The Chronicle of Higher Education, P.O. Box 1955, Marion, Ohio 43305. Member, Audit Bureau of Circulations. The Chronicle reserves the right not to accept an advertiser's order. Only publication of an advertisement shall constitute final acceptance of the advertiser's order.

JACK PARDUE, FOR THE CHRONICLE

This Year's College Freshmen: Attitudes and Characteristics

Racial and Ethnic Background



Figures add to more than 100 per cent because of multiple responses.

Age on December 31, 1990

16 or younger	0.1%
17	2.0
18	68.3
19	23.3
20	2.4
21-24	1.7
25-29	0.9
30-39	1.0
40-54	0.3
55 or older	0.0

Average grade in high school

A or A+	10.2%
A–	12.4
B+	18.3
B	25.3
B–	14.5
C+	12.2
C	6.7
D	0.3

Year of high-school graduation

1990	92.4%
1989	2.9
1988	0.9
1987 or earlier	2.4
H. S. equivalency (G. E. D. test)	1.2
Never completed high school	0.2

Current religious preference

Baptist	18.2%
Buddhist	0.4
Congregational	1.2
Eastern Orthodox	0.6
Episcopal	2.3
Islamic	0.3
Jewish	2.2
Latter Day Saints	0.3
Lutheran	5.8
Methodist	9.7
Presbyterian	4.5
Quaker	0.2
Roman Catholic	32.1
Seventh-Day Adventist	0.2
Other Protestant	4.6
None	11.8
Other	5.6

Born-again Christian

Yes	29.3%
No	70.7

Racial composition of high school

Completely non-white	1.5%
Mostly non-white	5.6
Roughly half non-white	18.0
Mostly white	58.9
Completely white	15.9

Racial composition of neighborhood

Completely non-white	4.0%
Mostly non-white	5.9
Roughly half non-white	6.4
Mostly white	42.8
Completely white	40.9

Residence planned during fall term

With parents or relatives	22.6%
Other private home or apartment	6.5
College dormitory	66.8
Fraternity or sorority house	0.3
Other campus housing	2.9
Other	0.9

Miles from college to home

5 or less	6.5%
6 to 10	6.8
11 to 50	27.4
51 to 100	18.1
101 to 500	30.0
501 or more	11.2

Father's occupation

Artist (including performer)	0.7%
Businessman	27.5
Member of clergy or religious worker	1.1
Engineer	7.8
Farmer or forester	3.2
Lawyer	1.6
Military career officer	2.2
Physician or dentist	2.1
Other health professional	1.3
Research scientist	0.4
Teacher or administrator, college	0.8
Teacher or administrator, elementary school	0.9
Teacher or administrator, secondary school	3.6
Worker, skilled	10.3
Worker, semi-skilled	4.5
Worker, unskilled	3.4
Other occupation	26.0
Unemployed	2.4

Father's education (highest level)

Grammar school or less	3.8%
Some high school	7.4
High-school diploma	28.0
Postsecondary other than college	4.9
Some college	15.3
College degree	21.1
Some graduate school	2.4
Graduate degree	17.1

Mother's occupation

Artist (including performer)	1.4%
Businesswoman	14.0
Member of clergy or religious worker	0.1
Clerical worker	10.2
Engineer	0.2
Farmer or forester	0.5
Homemaker (full-time)	15.0
Lawyer	0.3
Nurse	8.0
Physician or dentist	0.4
Other health professional	2.1
Research scientist	0.1
Social, welfare, or recreation worker	1.3
Teacher or administrator, college	0.4
Teacher or administrator, elementary school	6.9
Teacher or administrator, secondary school	4.0
Worker, skilled	2.3
Worker, semi-skilled	3.0
Worker, unskilled	2.1
Other occupation	21.8
Unemployed	5.7

Mother's education (highest level)

Grammar school or less	2.7%
Some high school	6.1
High-school diploma	34.4
Postsecondary other than college	7.6
Some college	16.9
College degree	19.4
Some graduate school	2.9
Graduate degree	9.9

Status of parents

Living with each other	71.2%
Divorced or separated	23.3
One or both deceased	5.4

Students estimate chances are very good that they will:

Change major field	12.4%
Change career choice	11.4
Fail one or more courses	1.3
Graduate with honors	13.5
Be elected to student office	3.5
Get a job to pay college expenses	36.0
Work full-time while attending college	4.0%
Join a social fraternity or sorority	17.2
Play varsity athletics	15.4
Be elected to an honor society	8.1
Make at least a B average	41.3
Need extra time to complete degree	8.2
Get tutoring in some courses	15.9
Work at outside job	20.2
Seek vocational counseling	5.1
Seek individual counseling	3.7
Participate in student protests	7.1
Transfer to another college	12.8
Drop out permanently	1.0
Drop out temporarily	1.1
Get bachelor's degree	66.1
Be satisfied with college	50.9
Find job in preferred field	70.6
Marry while in college	5.4
Participate in volunteer or community-service work	14.2

Student rated self above average or in highest 10 per cent in:

Academic ability	53.7%
Artistic ability	25.0
Competitiveness	54.0
Cooperativeness	70.2
Drive to achieve	66.3
Emotional health	57.1
Leadership ability	50.9
Mathematical ability	37.4
Physical health	58.5
Popularity	43.0%
Popularity with opposite sex	41.2
Public speaking ability	28.4
Self-confidence (intellectual)	48.3
Self-confidence (social)	44.0
Understanding of others	66.8
Writing ability	39.0

Number of other colleges applied to for admission this year

None	31.9%
One	15.7
Two	16.7
Three	14.9
Four	8.9
Five	5.5
Six or more	6.6

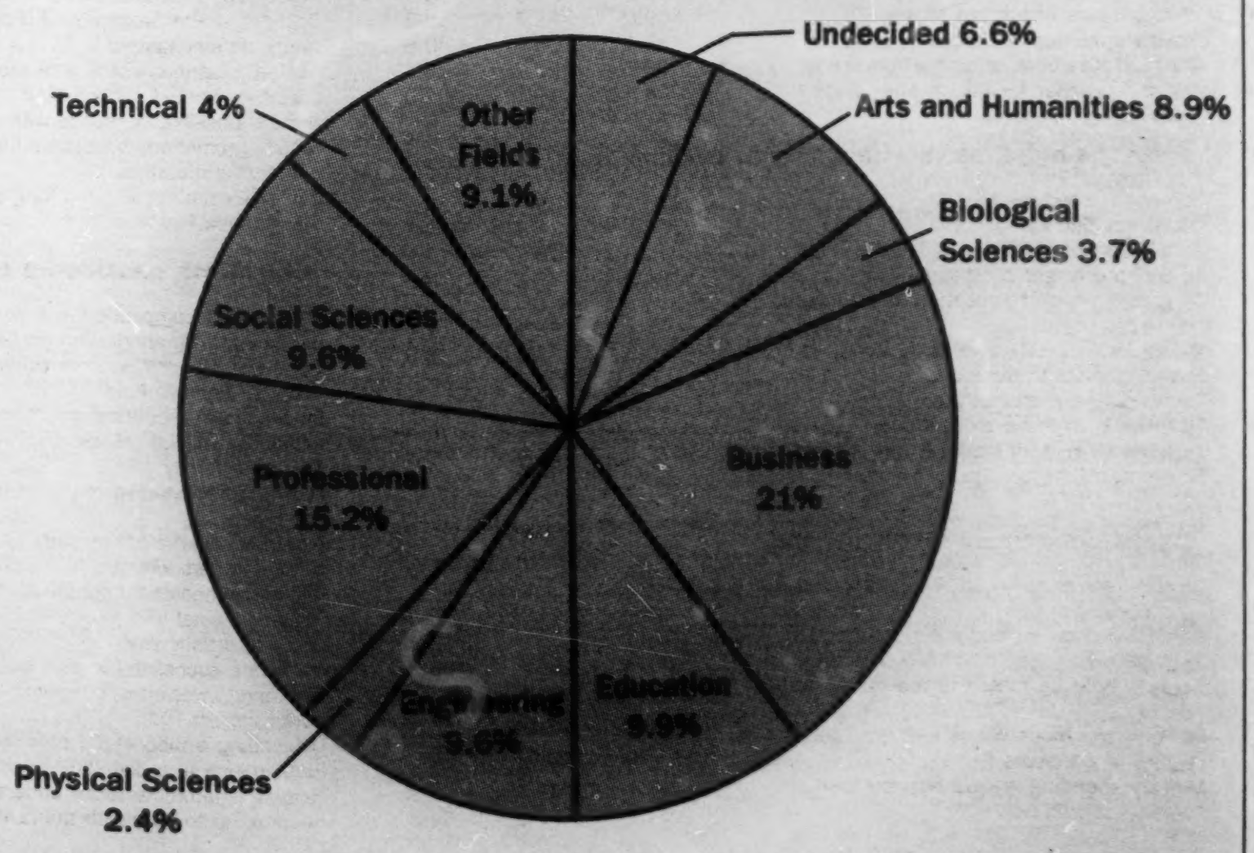
College attended is student's:

First choice	70.7%
Second choice	22.2
Third choice	4.7
Other	2.4

Reasons noted as very important in selecting college attended

Relatives' wishes	8.8%
Teachers' advice	4.1
Good academic reputation	51.3
Good social reputation	21.2
Offered financial assistance	25.2

Probable Major Field of Study



Offered special education programs	21.7%
Low tuition	23.4
Advice of guidance counselor	7.6
Wanted to live near home	19.8
Friend's suggestion	9.0
Recruited by college	4.0
Recruited by athletic department	5.0
Graduates go to top graduate schools	24.1
Graduates get good jobs	42.4
Religious affiliation of college	5.1
Size of college	35.0

Highest degree planned at college attended

None	4.1%
Vocational certificate	2.0
Associate (or equivalent)	24.4
Bachelor's	51.2
Master's	12.6
Ph.D. or Ed.D.	1.8
M.D., D.O., D.D.S., or D.V.M.	1.1
LL.B. or J.D.	0.8
B.D. or M.Div.	0.2
Other	1.8

Highest degree planned anywhere

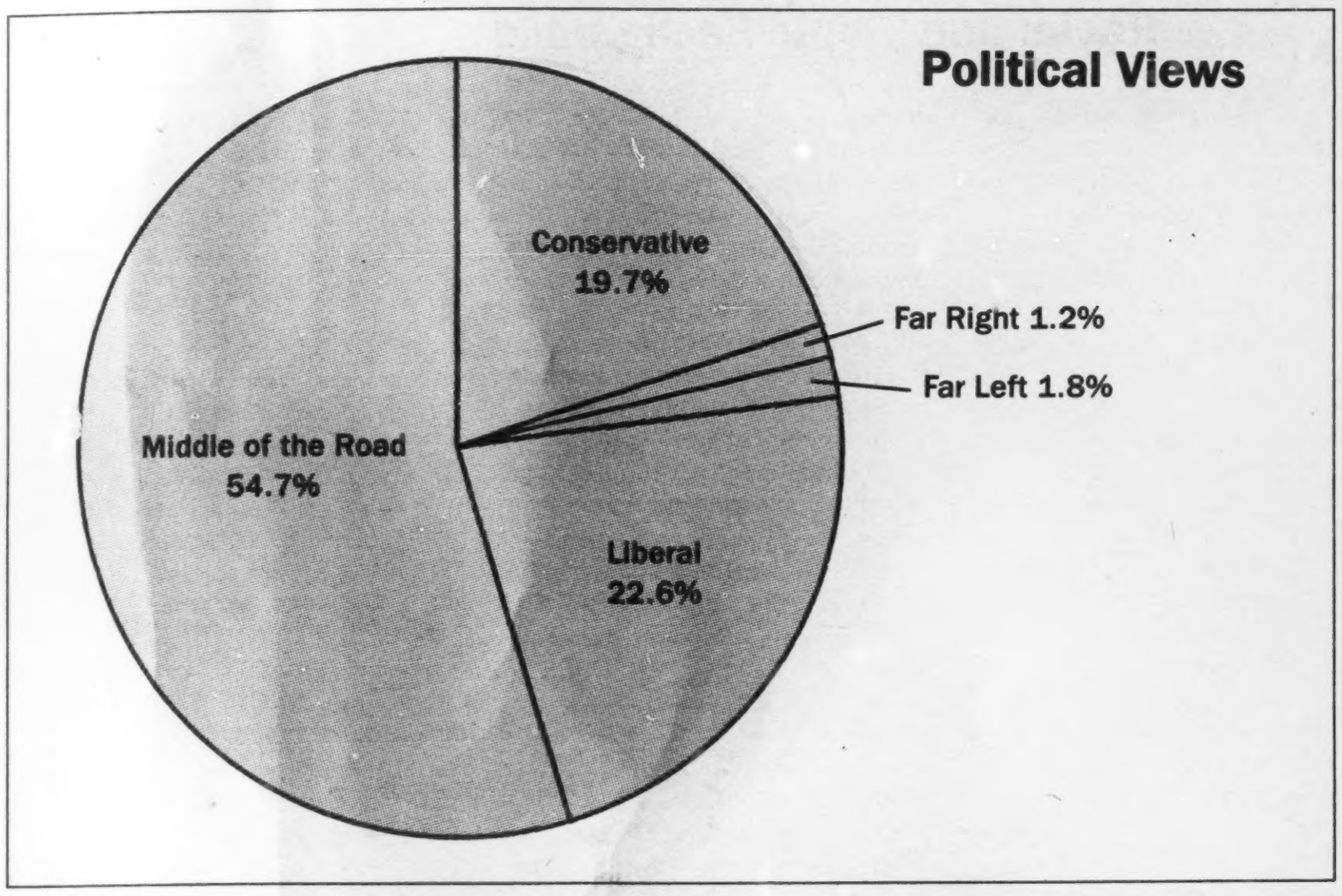
None	1.5%
Vocational certificate	1.3
Associate (or equivalent)	5.5
Bachelor's	29.0
Master's	37.2
Ph.D. or Ed.D.	12.4
M.D., D.O., D.D.S., or D.V.M.	6.3
LL.B. or J.D.	4.8
B.D. or M.Div.	0.4
Other	1.7

Probable career occupation

Accountant or actuary	4.8%
Actor or entertainer	0.9
Architect or urban planner	2.4
Artist	1.5
Business (clerical)	1.2
Business executive	9.3
Business proprietor	2.9%
Business salesperson or buyer	1.4
Clergy (minister or priest)	0.2
Clergy (other)	0.1
Clinical psychologist	1.6
Computer programmer or analyst	2.6
Conservationist or forester	0.6
Dentist	0.6
Dietitian or home economist	0.2
Educator (college)	0.4
Educator (elementary)	5.4
Educator (secondary)	3.6
Engineer	8.1
Farmer or rancher	0.4
Foreign-service worker	0.8
Homemaker (full-time)	0.2
Interior decorator	0.5
Interpreter	0.2
Journalist or writer	2.1
Lab technician or hygienist	0.4
Law-enforcement officer	1.4
Lawyer or judge	5.2
Military service	1.3
Musician	1.0
Nurse	3.8
Optometrist	0.2
Pharmacist	1.1
Physician	3.8
Research scientist	1.4
School counselor	0.4
School principal	0.0
Social, welfare, or recreation worker	1.4
Statistician	0.1
Therapist	2.7
Veterinarian	1.0
Skilled trades	2.1
Other occupation	9.7
Undecided	11.1

Reasons noted as very important or essential in career choice

Job openings generally available	70.4%
Rapid advancement possible	63.8
High anticipated earnings	70.7
Well-respected or prestigious job	64.9
Great deal of independence	66.7
Chance for steady progress	77.7



Make important contribution to society	68.4%
Can avoid pressure	35.6
Can work with ideas	70.1
Can be helpful to others	79.3
Able to work with people	77.3
Intrinsic interest in field	79.8
Work would be challenging	73.7

Estimated parental income

Less than $6,000	3.0%
$6,000-$9,999	3.0
$10,000-$14,999	4.9
$15,000-$19,999	5.3
$20,000-$24,999	6.8%
$25,000-$29,999	6.4
$30,000-$34,999	8.8
$35,000-$39,999	8.7
$40,000-$49,999	12.6
$50,000-$59,999	11.6
$60,000-$74,999	11.4
$75,000-$99,999	7.7
$100,000-$149,999	5.0
$150,000 or more	4.6

Received any aid from:

Parents, relatives	78.7%
Spouse	1.6%
Savings from summer work	55.5
Other savings	31.7
Part-time job on campus	20.8
Part-time job off campus	21.8
Full-time job while in college	2.3
Pell Grant	23.2
Supplemental Educational Opportunity Grant	6.8
State scholarship	16.0
College Work-Study	10.4
Other college grant	22.2
Other private grant	10.6
Other govt. aid (ROTC, GI, etc.)	3.2
Stafford Loan	22.7
Perkins Loan	7.6
Other college loan	6.0
Other loan	6.2
Other source	3.2

Received $1,500 or more from:

Parents, relatives	53.2%
Spouse	0.5
Savings from summer work	7.4
Other savings	5.9
Part-time job on campus	1.2
Part-time job off campus	1.2
Full-time job while in college	0.6
Pell Grant	7.1
Supplemental Educational Opportunity Grant	1.3
State scholarship	3.8
College Work-Study	1.4
Other college grant	9.9
Other private grant	2.7
Other govt. aid (ROTC, GI, etc.)	1.9
Stafford Loan	13.6
Perkins Loan	2.1
Other college loan	3.3
Other loan	3.6
Other source	1.4

Their Opinions, Activities, and Goals

	Total	Men	Women
Activities in the past year:			
Attended a religious service	83.0%	79.7%	85.8%
Was bored in class *	28.6	29.1	28.1
Participated in demonstrations	39.4	37.5	41.1
Won a varsity letter in sports	50.4	59.5	42.6
Failed to complete homework on time	67.9	72.6	63.8
Tutored another student	45.5	44.4	46.4
Did extra work or reading for a class *	10.3	8.4	11.9
Studied with other students	84.7	82.8	86.4
Was a guest in teacher's home	30.0	30.1	29.8
Smoked cigarettes *	10.6	9.1	11.9
Drank beer	58.2	65.8	51.7
Drank wine or liquor	57.5	55.5	59.2
Stayed up all night	79.1	79.2	79.0
Spoke a language other than English at home *	5.5	5.5	5.5
Felt overwhelmed by all I had to do *	20.3	13.0	26.5
Felt depressed *	8.5	5.9	10.6
Studied in the library *	10.1	8.8	11.2
Performed volunteer work	63.1	60.5	65.3
Visited an art gallery or museum	52.5	50.8	53.9
Took vitamins	56.8	54.7	58.6
Came late to class	57.1	58.9	55.5
Wore glasses or contact lenses	49.0	41.7	55.3
Played a musical instrument	38.4	35.5	40.8
Checked out a book or journal from school library *	26.7	22.2	30.5
Asked a teacher for advice after class *	28.5	25.5	31.0
Reasons noted as very important in deciding to go to college:			
Parents wanted me to go	35.2%	33.0%	37.1%
Could not find job	7.1	6.5	7.6
To get away from home	16.0	15.8	16.2
To be able to get a better job	78.3	77.9	78.6
To gain a general education and appreciation of ideas	63.1	56.0	69.1
To improve reading and study skills	43.0	38.4	46.9
Nothing better to do	2.3	3.0	1.8
To become a more cultured person	39.8	33.0	45.7
To be able to make more money	73.2	77.0	70.0
To learn more about things that interest me	73.1	68.4	77.0
To prepare for graduate or professional school	53.1	48.5	57.1
Agree strongly or somewhat that:			
Government is not doing enough to protect the consumer	68.4%	64.7%	71.6%
Government is not doing enough to control pollution	87.9	87.0	88.7
Taxes should be raised to reduce the federal deficit	28.6	33.8	24.2
There is too much concern in the courts for the rights of criminals	66.3	69.8	63.2
Military spending should be increased	25.1	29.0	21.8
Abortion should be legal	64.9	65.0	64.8
The death penalty should be abolished	21.5%	18.5%	24.1%
It is all right for two people who really like each other to have sex even if they've known each other for a very short time	51.0	66.3	37.9
Married women's activities are best confined to home and family	25.2	30.6	20.5
Marijuana should be legalized	18.6	21.7	16.0
Busing to achieve racial balance in schools is all right	56.7	56.4	57.1
It is important to have laws prohibiting homosexual relationships	44.4	56.0	34.5
The chief benefit of college is that it increases one's earning power	70.7	76.0	66.2
Employers should be allowed to require employees or job applicants to take drug tests	80.4	78.5	82.1
The best way to control AIDS is through widespread, mandatory testing	66.4	66.5	66.3
Just because a man thinks that a woman has "led him on" does not entitle him to have sex with her	86.9	79.2	93.3
The government should do more to control the sale of handguns	77.1	65.5	87.0
A national health-care plan is needed to cover everybody's medical costs	73.7	69.7	77.0
Colleges would be improved if organized sports were de-emphasized	35.8	34.9	36.5
Nuclear disarmament is attainable	60.9	61.4	60.4
Scientists should publish their findings regardless of the possible consequences	53.1	57.1	49.7
Faculty promotions should be based in part on student evaluations	74.9	74.9	75.0
Racial discrimination is no longer a major problem in America	20.6	23.2	18.5
Objectives considered essential or very important:			
Becoming accomplished in a performing art	10.8%	10.3%	11.2%
Becoming an authority in own field	65.4	67.4	63.6
Obtaining recognition from colleagues for contributions to field	54.9	56.0	54.0
Influencing the political structure	20.6	22.9	18.6
Influencing social values	42.9	36.3	48.4
Raising a family	69.5	68.2	70.6
Having administrative responsibility for the work of others	42.9	44.2	41.8
Being very well-off financially	73.7	77.7	70.3
Helping others who are in difficulty	62.0	50.9	71.4
Making a theoretical contribution to science	17.1	20.3	14.5
Writing original works	12.2	11.8	12.5
Creating artistic work	12.2	12.3	12.2
Becoming successful in own business	43.3	49.5	38.0
Becoming involved in programs to clean up environment	33.9	33.5	34.3
Developing a meaningful philosophy of life	43.2	41.8	44.3
Participating in a community-action program	25.9	22.1	29.1
Helping to promote racial understanding	38.0	34.1	41.2
Keeping up to date with political affairs	42.4	46.5	38.9

* Frequently only; all other activities frequently or occasionally

Number of hours per week in the last year spent on these activities

None:	
Studying or doing homework	1.7%
Socializing with friends	0.3
Talking with teachers outside of class	8.2
Exercising or sports	4.9
Partying	15.1
Working	26.2
Volunteer work	49.7
Student clubs or groups	29.7
Watching television	4.3
6 or more hours:	
Studying or doing homework	40.3%
Socializing with friends	78.0
Talking with teachers outside of class	5.3
Exercising or sports	48.2
Partying	32.4
Working	62.4
Volunteer work	5.6
Student clubs or groups	14.7
Watching television	34.1

Note: The statistics are based on a survey of 194,182 freshmen entering 382 two-year and four-year institutions in the fall of 1990. The figures were statistically adjusted to represent the total population of 1.6 million first-time, full-time freshmen. Because of rounding or multiple responses, figures may add to more than 100 per cent.

SOURCE: "THE AMERICAN FRESHMAN: NATIONAL NORMS FOR FALL 1990," BY ALEXANDER W. ASTIN, PUBLISHED BY AMERICAN COUNCIL ON EDUCATION AND UNIVERSITY OF CALIFORNIA AT LOS ANGELES

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THE CHRONICLE of Higher Education.

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News Summary

Articles on inside pages

After years of studying conflict among nations, a political scientist says negotiations and an economic blockade of Iraq could still resolve the war in the Persian Gulf: Page A5.

Children's literature has emerged in recent years as a lively field of literary study: Page A5.

A plan to improve mathematics and science education has been unveiled by a group of educators from liberal-arts colleges: Page A11.

Many female astronomers and physicists say they face sex harassment and discrimination by male colleagues: Page A11.

The U.S. will not begin a draft for the war in the Gulf, the head of the Selective Service System has told college leaders: Page A17.

The physicist nominated to run the National Science Foundation says he will push for international cooperation in science research: Page A17.

Colleges must plan now for smaller staffs and avoid across-the-board cuts as they slice budgets in the 90's, a report says: Page A31.

The Pentagon will reduce scholarships for R.O.T.C. by 20 per cent, starting this fall: Page A35.

The U.S.S.R.'s premier institution has been declared independent of state control, an indication that the government is intent on decentralizing higher education: Page A39.

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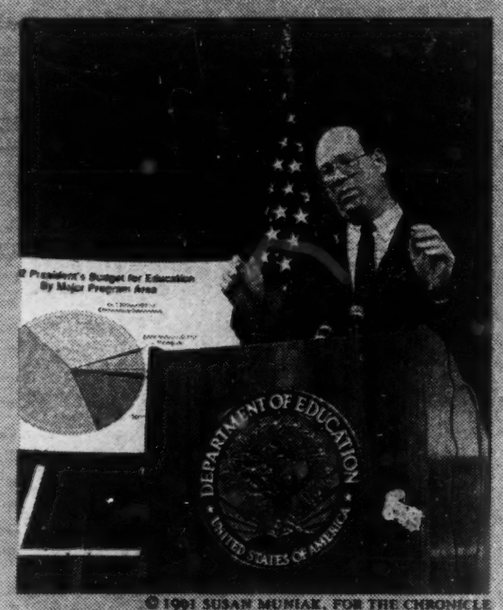
How the President's '92 Budget Proposals Would Affect Higher Education and Science

- Needy students and students with good grades would qualify for larger Pell Grants, but 600,000 students would lose their eligibility: Page A18.
- Federal science agencies would receive significant increases, but some researchers say too much money would go to "big science": Page A18.
- The Administration's proposals on support for college research facilities and equipment leave many university officials confused: Page A23.
- Much of the responsibility for monitoring trade schools and backing state guarantee agencies would shift to state governments: Page A27.
- Teaching hospitals would lose more than $1-billion and aid programs for medical students would be revised: Page A22.
- Spending on humanities programs and international exchanges would rise, but the National Endowment for the Arts would receive no increase: Page A25.
- Why federal dollars matter to faculty members and students—a look at the impact on two university campuses: Page A19.

Fact File: Pages A20-21



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Acting Education Secretary Ted Sanders briefs reporters on President Bush's spending proposals for education.

Education Nominee Says He Would Revoke Policies Barring Minority Scholarships

By SCOTT JASCHIK

WASHINGTON

Lamar Alexander pledged last week that as Education Secretary he would revoke two controversial policies barring scholarships that are available only to members of certain racial or ethnic groups.

Mr. Alexander said he would then conduct a thorough review of the issue and develop a new policy on the legality of the scholarships. While the review is going on, Mr. Alexander added, no college should consider it necessary to stop any minority-scholarship program it has been operating.

In two statements in December, the department said it was illegal for colleges to offer such scholarships. The statements "sent out exactly the wrong signal" to minority students and created "a massive amount of unnecessary confusion" in higher education, Mr. Alexander said.

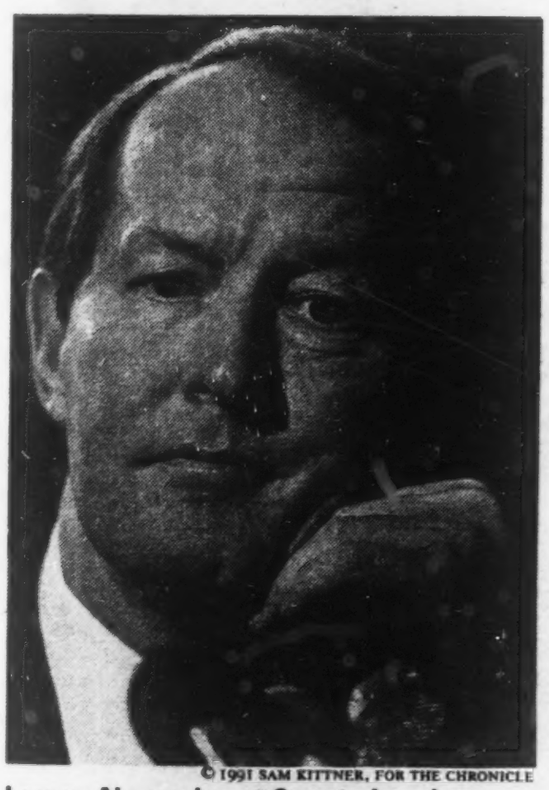
Expected to Win Confirmation Easily

His statements came during a Senate hearing on his nomination as Education Secretary. He is expected to win confirmation easily, succeeding Lauro F. Cavazos, who resigned in December. (See related story, Page A28.)

Many lawmakers and civil-rights groups praised Mr. Alexander's stand. "This is wonderful," said Phyllis P. McClure of the NAACP Legal Defense and Educational Fund. "It really will be a relief to deal with someone who is sensible and pragmatic and intelligent."

But John C. Scully, counsel to the Washington Legal Foundation, called Mr. Alexander's testimony "a political copout," adding that "there is not a need for a study since the law is clear."

Mr. Scully's group maintains that any scholarship reserved for members of a particular ethnic group violates Constitutional and legal protections against discrimination. Mr. Scully said Mr. Alexander's stance made it "all but certain" that the foundation would sue the Education Department over the issue on behalf of college students who believe they have suffered discrimination because they were unable to apply for certain scholarships.



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Lamar Alexander at Senate hearing on his nomination last week: Statements on minority scholarships "sent out exactly the wrong signal."

Legality Thrown Into Question

Beginning in the 1960's, many colleges seeking to attract minority students created special scholarship programs. Their legality was thrown into question in December when Michael L. Williams, Assistant Secretary of Education for civil rights, said such scholarships violated the Civil Rights Act of 1964, which bars racial or ethnic

Continued on Page A28

De Klerk Plan to End Apartheid Law Leaves Educators Uncertain

By LINDA VERGNANI

CAPE TOWN

A speech in which South Africa's President F.W. de Klerk announced plans to repeal his country's key remaining apartheid laws has left advocates of educational equality uncertain at best about the government's intentions.

In his speech, at the opening session of Parliament, Mr. de Klerk called for eliminating laws that discriminate against blacks in housing and land ownership and that require people to be registered by race.

But the President had little to say about the country's system of segregated education.

He disclosed no policy changes in that area, and what he did say regarding education was being interpreted hesitantly—albeit with some disappointment—by anti-apartheid activists.

Preserving 'Autogenous Education'

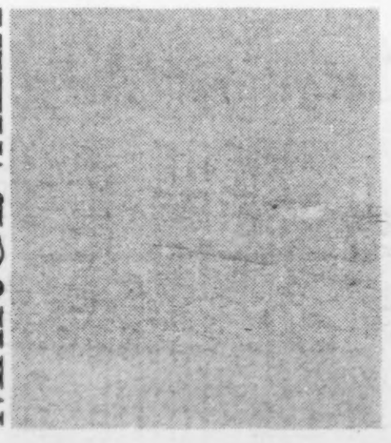
Asserting that he was "deeply concerned about serious problems in education," Mr. de Klerk told Parliament: "If we wish to create a future South Africa without discrimination and with equality of opportunity, this will have to be true of education, too. However, distinctive or autogenous education, conducted with government assistance, within a single sys-

Continued on Page A40

Colleges' Endowments Grew 9.6% In '89-90

Feeling effects of the economic downturn, college and university endowments grew at a lower rate last year than in 1988-89: Page A31.

MARGINALIA



A company that sent its annual report to the State University of New York College at Plattsburgh addressed it to:

BENJAMIN FEINBERG LIBRARY
REVERENCE DEPARTMENT

■

Dispatch from the University of Minnesota at Crookston:

"Ag-arama, the mid-winter fun fair at the University of Minnesota—Crookston will be held Friday and Saturday, January 25 and 26. . . .

"Ag-Arama includes over 50 activities ranging from contests in flight simulation, crops judging, horticulture, livestock, natural resources, forestry, and soils, to fun activities such as driving blind-folded. . . ."

Whee!

■

The new phone directory at the University of Vermont lists the campus recognition societies—among them the Boulder Society, Ethan Allen Rifles, and Motor Boards.

■

From *Education Daily:*

"[Educational Testing Service], which is devoting $15 annually to research and development, also expects to develop computer-based instruction and assessment packages aimed at adult literacy, science, art and other subjects. . . ."

Spending a buck or so on each?

■

Notice circulated at Loyola University of Chicago:

"If you have retired, transferred, died, or if you know of anyone who fits these descriptions, please contact the Human Resources Office at ext. 56175. . . ."

■

The reader *knew* we wouldn't believe this otherwise, so she sent us a photocopy of the exam paper:

"Like the class I had last quarter, physical geology. In that class I learned so much that I took for granite."

■

From our very own Section 2:

"[Stephen Poleskie] had begun his artistic career as a landscape painter. . . . But his experience in the cockpit of an airplane convinced him that no landscape—no matter how real or abstract—could be properly portrayed on a one-dimensional surface."

We'd have guessed that, even on the ground.

■

From *Image*, a student magazine at Texas Christian University:

"During his college years, TCU Sociology Associate Professor Morrison Wong got a speeding ticket in Texas while he was helping a friend move Louisiana to the west coast."

Served him right. —C.G.

In Brief

Anti-Semitic Incidents Up Sharply on Campuses

WASHINGTON — Hate crimes against Jewish students and organizations rose sharply on campuses last year, the Anti-Defamation League of B'nai B'rith said last week.

In a report on its annual compilation of anti-Semitic incidents, the league said that in 1990, 95 such incidents had been reported at 57 colleges and universities, up from 69 incidents on 54 campuses in 1989. Most of the acts involved vandalism, hate mail, or verbal harassment.

David C. Friedman, director of the league's Washington office, said the increase in campus hate crimes reflected both growing bigotry among young people and a greater willingness among victims to report the crimes. Young people were becoming more intolerant, he said, because of the spread of negative stereotypes about minority groups in popular culture.

To stem the violence, Mr. Friedman recommended that colleges offer educational programs on diversity and prejudice rather than enact codes of conduct. "Those codes are virtually impossible to enforce," he said. "You don't legislate tolerance, you educate tolerance."

Over all, the league said it had received reports on 1,685 anti-Semitic acts in 1990, up from 1,432 in 1989.

Fire at Tougaloo College Damages Historic House

JACKSON, MISS.—A fire seriously damaged a historic building at Tougaloo College here.

The college said that Berkshire Cottage, which housed campus-security and administrative offices, had been "virtually ruined" by the blaze. No one was hurt.

L. B. Chamblee, Jackson's director of fire services, said the blaze started in the attic, probably as a result of faulty wiring. The roof of the building was "a total loss" and the second floor was heavily damaged by smoke and flames, he said.

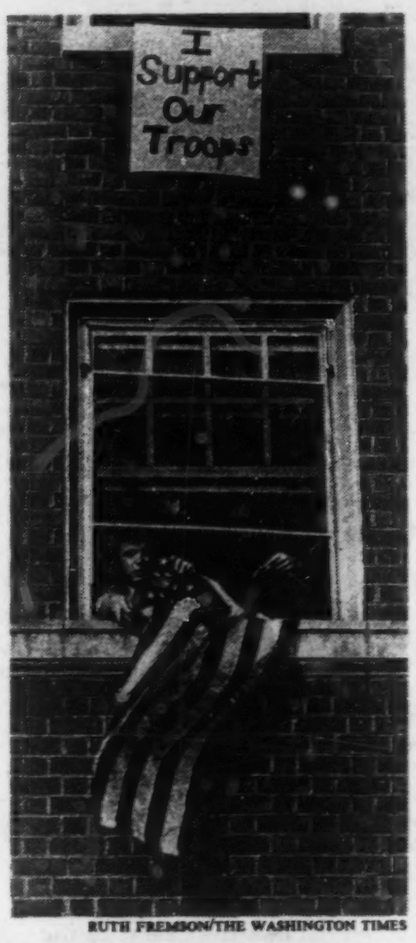
Berkshire Cottage dates from 1894, when students at the college built the wooden structure under the supervision of the industrial-arts faculty. It originally served as a women's dormitory and had recently been restored as offices.

U. of Maryland Backs Off Policy on Display of Flags

COLLEGE PARK, MD.—A policy mixup over whether students are prohibited from displaying American flags and banners outside their dormitory windows created a furor last week at the University of Maryland at College Park.

The confusion began when a campus-housing official urged students to remove flags and banners that they had hung outside their dormitory windows in support of American troops (*below*). The official said the university feared students would be hurt when hanging the flags and wanted to avoid mediating disputes between students about the war.

Later, William L. Thomas, vice-president for student affairs, announced that the campus "has



RUTH FREMSON/THE WASHINGTON TIMES

absolutely no prohibitions against public or private displays of the American flag or banners."

In the past, he said, the university has asked students to consider other locations for their signs than the exteriors of buildings.

"There's a fine line between request and require, and the fine line failed," said Mr. Thomas. "The students took it as a requirement. We've backed away from trying to intervene in the kinds of banners students put up."

Center at Ohio State U. Planned by Holmes Group

COLUMBUS, OHIO—The Ohio State University and the Holmes Group plan to create a center to help teacher educators improve their own methods of instruction. The Holmes Group is a consortium of research universities working to improve teacher education.

The Holmes Center for Faculty Leadership and Renewal, as the center will be called, will assist teacher-education programs at institutions in the Holmes Group in using the most up-to-date technology and methods of instruction.

The center will offer faculty leadership and renewal programs, assess the needs of academics in the field, and compile instructional materials. It also plans to establish a visiting-professor program.

A Holmes Group spokeswoman said the center would probably be on the university's campus here and in operation within a year. Financing for the center is still being sought.

Tuskegee Disciplines 22 in Shooting Incident

TUSKEGEE, ALA.—Twenty-two students at Tuskegee University have been disciplined as a result of the shooting death of a fellow student at an off-campus party.

Tuskegee has expelled 6 students, suspended 3, and placed 13 on probation. They were charged with disorderly conduct, assault, failure to obey security officers, public brawling, and causing to riot.

The charges resulted from investigations by university officials and the city's police department into the December shooting of Maurice Miller. None of the students are suspects in the shooting.

The investigations found that the 22 students had been involved in a series of conflicts with a suspect in the shooting. That may have led to the confrontation at the party, a university spokesman said.

On the night of the shooting, Mr. Miller, as a doorkeeper at the party, refused to let the suspect enter without paying, the spokesman said. The individual left, but returned with a gun, the police said.

Tuskegee city police have issued a warrant for the suspect's arrest. The investigation is continuing.

Bias Investigation Begins at Chapel Hill

CHAPEL HILL, N.C.—The Education Department's Office for Civil Rights has started an investigation into allegations that the University of North Carolina at Chapel Hill illegally discriminates against female and minority employees.

The department is examining charges that the university fails to hire and promote women in its police force, fails to hire black people as instructors in the biochemistry department, denies equal pay to women in its purchasing department, and has allowed sexual harassment to take place against women in its dental school and housekeeping department.

Susan H. Ehringhaus, senior legal counsel, said last week that the university would cooperate with the investigation. She added that she expected the Education Department to vindicate the university.

Interns Want Protection From Exposure to AIDS

SAN FRANCISCO—One in four internal-medicine interns at the University of California at San Francisco were accidentally stuck with needles infected with the virus that causes AIDS while working at four university-affiliated hospitals over a 12-month period.

That finding, published in the January issue of the *American Journal of Medicine*, has caused a union representing interns and residents to step up their demands for measures to reduce the risk of exposure to AIDS.

A spokesman for the San Fran-

Boston U. Sets Up Group to Back Reforms in Schools

BOSTON

Boston University announced last week that it was establishing a new organization to support education reform, first in the City of Chelsea—whose school system the university operates—and then across the nation.

A Different September Foundation—so named because it hopes to provide new improvements each school year—will seek grants to support projects in Chelsea's schools that will aim to, among other things, prepare preschool children for learning, provide health care for students, educate adults in the community, and improve instruction.

Boston University began operating Chelsea's schools, under a 10-year contract, in September 1989, after the city sought its help. The schools, like many across the nation, were struggling with a high dropout rate, outdated facilities, and low salaries for teachers. Since the partnership with the university began, the average S.A.T. scores of Chelsea students have gone up and grade failures at Chelsea High have gone down, the foundation says.

'Children Must Be Ready'

"For exemplary education to take place, children must be ready to learn, teachers must be ready to teach, and something important must be taught," said John Silber, Boston University's president, in a statement.

The foundation expects to support workshops, conferences, and publications that will describe to educators what programs have worked in Chelsea. "There will be lessons learned in Chelsea that can be exported," said Jay MacLaughlin, the foundation's vice-president, in an interview.

The foundation will support and expand programs that have already been set up through the university's partnership with Chelsea. Among its goals:

- Clinics in the schools to provide health and dental care.
- More education programs for preschool children.
- Adult-literacy programs for the families of students.
- Reduced tuition for Chelsea teachers to take advanced courses at Boston University.

—JULIE L. NICKLIN

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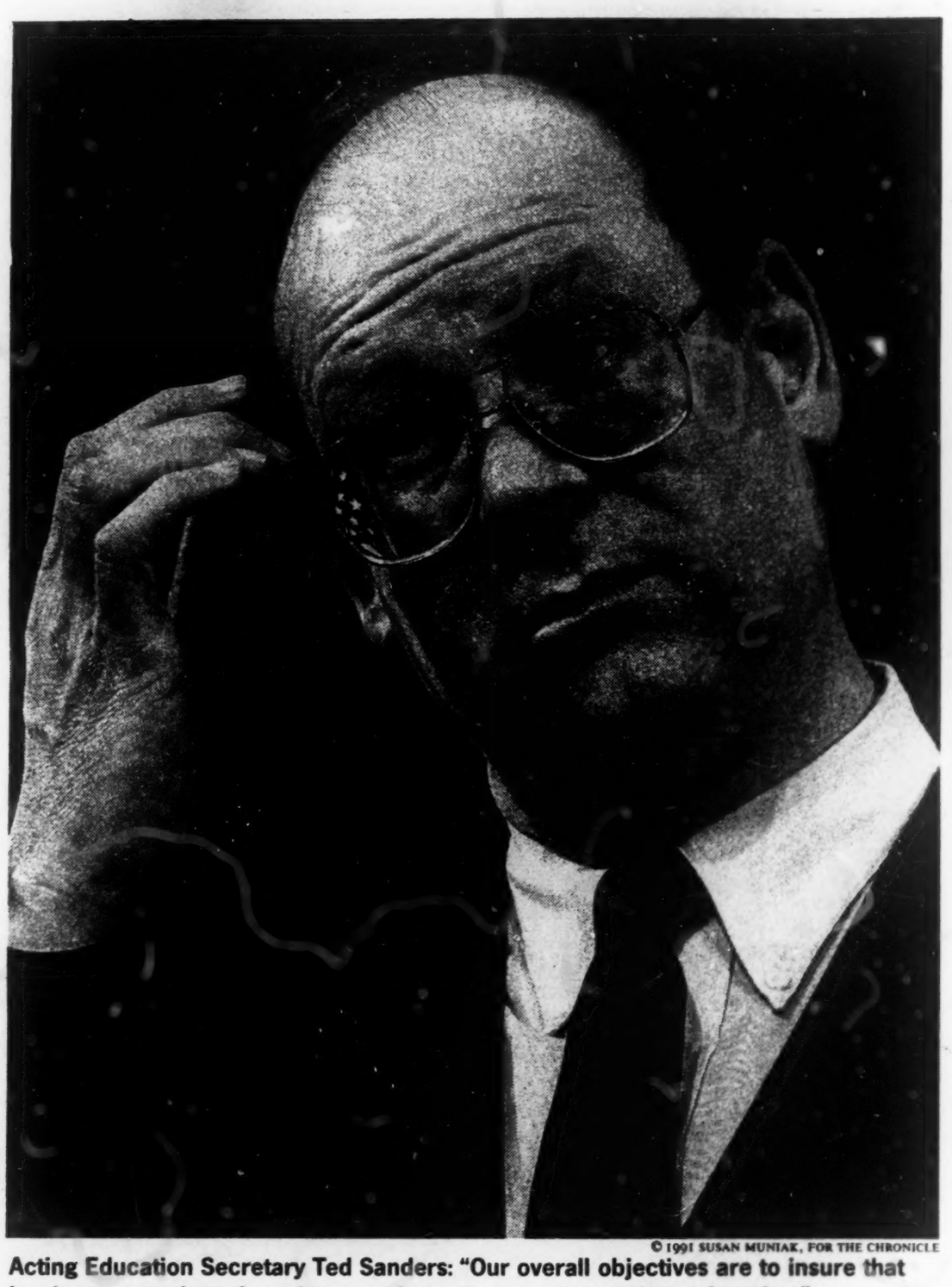
THE BUSH BUDGET



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Acting Education Secretary Ted Sanders: "Our overall objectives are to insure that low-income students have increased access to postsecondary education."

TOTAL STEADY AT $6.7-BILLION

More Aid Proposed for Neediest Students; Middle-Income Pell Grants Would Be Cut

By THOMAS J. DeLOUGHRY

WASHINGTON

The Bush Administration last week proposed major changes in student aid that would:

- Provide more money to the neediest students while removing as many as 600,000 middle-income persons from the Pell Grant program.
- Create new grants for needy students with good grades, but deny aid to students who are in the bottom 10 per cent of their college classes.
- Require colleges to pay a greater share of the costs of the College Work-Study and Supplemental Educational Opportunity Grant programs.
- Consolidate six of the Education Department's fellowship programs for graduate students into a single program.

The proposed fiscal 1992 budget for student-grant programs would be $6.7-billion—unchanged from 1991.

$500 Presidential Scholarships

President Bush's plan would increase the Pell Grant for the neediest students in academic 1992-93 by 54 per cent, to $3,700. The plan would increase grants for families with incomes below $20,000, but reduce or eliminate grants for families with earnings above that threshold.

The budget plan also called for $500 Presidential Achievement Scholarships for Pell Grant recipients in the top 10 per cent of their high-school classes or the top 20 per cent of their college classes. The plan would eliminate all federal aid for students who are in the bottom 10 per cent of their college classes.

Student groups attacked the proposals and accused the President of hurting the middle class to help the poor. "We really hate the idea of paying for an increase in Pell by shutting out middle-income students," said Selena Dong, legislative director of the United States Students Association.

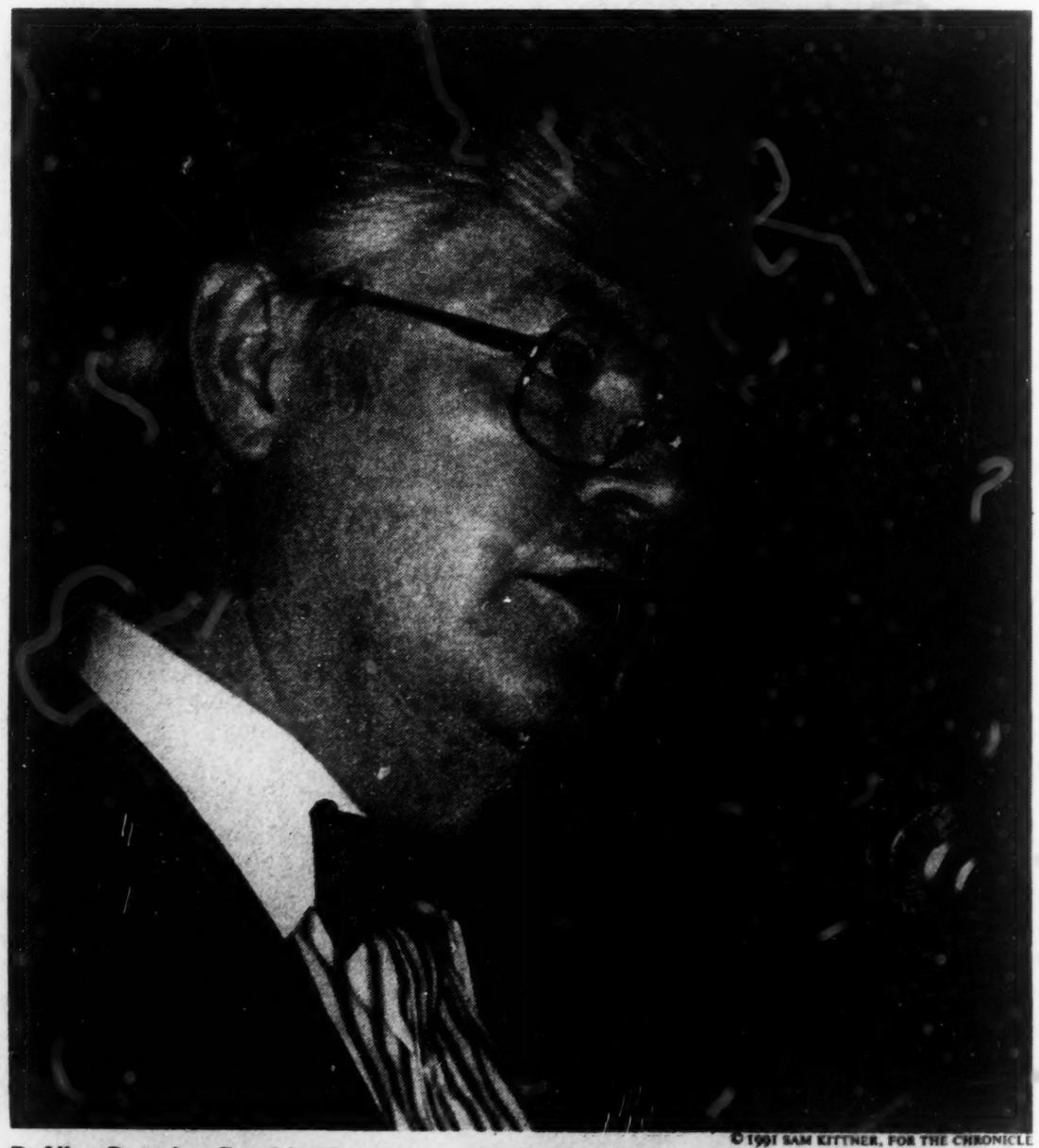
Some Sharp Criticism for Bush

She also criticized the proposal to eliminate aid to students who are in the bottom tenth of their college classes. "We support academic excellence, but shutting out students who are not doing well will do nothing to improve access," she said.

College officials and influential lawmakers on Capitol Hill were also sharply critical of the President's plan.

"I don't see how he can call himself the 'education President,' " said David Sandell, president of Mitchell College in Connecticut. "If we're to leave our next generation with the awesome debt they will inherit, I think we at least ought to give them the educational wherewithal to solve the problem."

Sen. Claiborne Pell, the Rhode Island Democrat who chairs the Senate education subcommittee, criticized the President for cutting aid to middle-income families. "I regret very much that the Pell Grant proposals advanced by the Administration do not take into account the very real needs of



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D. Allan Bromley, President's science adviser: The budget represents an investment in research and development, with "particular focus" on basic research.

CUTS IN DEFENSE RESEARCH

8% Increase for Basic Science Is Backed, With Big Share for Individual Scientists

By COLLEEN CORDES
and CHRISTOPHER MYERS

WASHINGTON

President Bush last week proposed significant increases for science and technology—and in particular for grants to individual researchers—in fiscal 1992.

In a year of tight controls on federal spending and a costly war, the President recommended increasing the government's total budget for basic research by about 8 per cent, to about $13.3-billion. The Administration based its numbers on an inflation rate of about 4.1 per cent.

Many scientists praised the President's proposal, but some also said that "big science" projects such as the Superconducting Supercollider would gain too much money under the plan.

Some highlights of the science-budget proposal are:

- An increase of about 17.5 per cent for the National Science Foundation, including an increase of about 18 per cent for grants to individuals and small groups.
- An increase of about 6 per cent for the National Institutes of Health, with the money available for grants to individuals slated to go up by about 8.8 per cent.
- A 71-per-cent increase in the Department of Agriculture's competitive-research program.
- A cut of about 10 per cent in basic-research spending at the Department of Defense.
- Large increases for three federal efforts that cut across research agencies: global-change research, science and mathematics education, and a program to prepare the way for the next generation of supercomputing systems.

Scientists and higher-education officials applauded the President's effort to try to increase the amount of money available for individual scientists, a category popularly referred to as "little science."

The officials said Congress was not likely to treat all science and technology programs as generously as the President suggested.

Spending limits that Congress and the Administration agreed to last year in a five-year budget pact will force lawmakers to make tough choices among domestic programs of all kinds. And the recession will probably reinforce lawmakers' reluctance to give money to science at the expense of social programs, the officials added.

Science-policy experts said the National Science Foundation, in particular, would

hard-pressed middle-income families," he said.

College lobbyists said the President's decision not to ask for new aid money in 1992 should be considered separately from the Administration's proposals for redistributing aid and modifying the programs. While the lobbyists said they were disappointed with the President's request to freeze spending, they said they thought many of the Administration's ideas for reshaping programs were worth debating during the process of reauthorizing the Higher Education Act. That process is expected to begin next month and continue for as long as 18 months.

Structural Change Not Seen for 1992

Congressional aides confirmed that lawmakers would probably develop a budget for fiscal 1992 without making any changes in the structure of the programs. The fiscal 1992 budget provides student-aid money for the 1992-93 academic year.

The White House linked its budget requests to its reauthorization proposals because the Higher Education Act is scheduled to expire in September, at the end of the 1991 fiscal year. Congress, however, is expected to extend the act's expiration date for at least a year to give itself more time to review the law.

Under the Administration's plan, part of the cost of increasing the maximum Pell Grant would be paid by cutting the number of grant recipients from 3.4 million to 3 million. A $400-million increase would still be needed to pay for the larger grants, and $170-million would be needed for the new Presidential scholarship program—funds that the Administration would take from other student-aid programs.

Supplemental Educational Opportunity

Continued on Page A26

face tough competition from other agencies. The spending subcommittees that draft its budget must also find, in the single sum of money they are allocated, enough money for veterans' and housing programs. The recession and the war in the Persian Gulf are likely to increase lawmakers' enthusiasm for those programs, science-policy experts predicted.

Some scientists also argued that the budget proposal did not go far enough to strengthen little science—and went too far in proposing big increases for some of the largest science and technology projects.

'Priorities Are Absolutely Wrong'

One scientist compared the President's proposed increase of about 17.5 per cent for the N.S.F. with his proposal for the Superconducting Supercollider, which would receive an increase of about 120 per cent.

"Those priorities are absolutely wrong," said James A. Krumhansl, professor emeritus of physics at Cornell University and a former president of the American Physical Society.

"Increasing the N.S.F. by 25 per cent a year for the next three years would come much closer, in terms of real dollars, to the real needs," said Mr. Krumhansl, who is also a former assistant director of the foundation. The government should attend to the problems of little science, he added, before proceeding full speed ahead with projects like the S.S.C.

But D. Allan Bromley, the President's

Continued on Page A22

IMPACT OF FEDERAL DOLLARS ON 2 CAMPUSES

At Case Western Reserve U., Professors Say the Debate in Congress on Budget Has Direct Effect on Their Lives

By SCOTT JASCHIK

CLEVELAND

Federal money is the lifeblood of hundreds of research projects at Case Western Reserve University, and many faculty members are enthusiastic about the work they conduct with government support.

But many of those same scholars scowl when they talk about the difficulties of obtaining federal money, about the strings attached to the dollars they win, and about what they say are the misguided priorities of some federal agencies.

The federal presence here is large. In the 1989-90 academic year—the most recent for which complete figures are available—this private university received over $71-million in federal grants, more than a quarter of its annual budget.

More millions of federal dollars came to the university to cover the overhead costs of the research.

An Unmatchable Source for Some

Faculty members here—particularly in the sciences and engineering—say the annual Congressional budget debate affects their lives directly—and not only in terms of how much money they receive for their research. These days, they say, the federal budget is also likely to determine what kind of facilities they work in and the types of research questions they will explore. Even faculty members in the arts and humanities say their careers are touched, if indirectly, by federal research support: When less government research money comes in, the whole institution feels the pinch.

1989-90 Federal Awards at Case Western Reserve

NIH	$46,953,000
NASA	$7,124,000
NSF	$4,580,000
Dept. of Defense	$3,823,000
Dept. of Energy	$607,000
Other agencies	$8,038,000

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For scholars whose interests parallel those of the federal government, Washington continues to be an unmatchable source of financial support. Patricia F. Brennan, an associate professor of nursing and systems engineering, says federal research agencies have an increasingly "utilitarian view" in reviewing grant applications—giving an edge to people who are "problem solvers," as she describes herself.

Network for Patient Care

Two federal agencies are currently supporting her work. With $400,000 from the National Institute on Aging, she is setting up a home-computer network that will link people in northeast Ohio who care for Alzheimer's patients to a "computer encyclopedia" of answers to medical questions they might have. The computer also provides information on non-medical issues, such as taxes and support groups. People with the computers can also communicate with Case Western nurses and with each other. The National Institute for Nursing Research has provided Ms. Brennan with $500,000 for a similar program to help people with AIDS.

While Ms. Brennan has been successful at winning federal funds, she

Continued on Page A24

At Appalachian State University, Student-Aid Funds Help Open Doors to Thousands of North Carolina Students

By THOMAS J. DeLOUGHRY

BOONE, N.C.

To officials at Appalachian State University here, federal money for student aid and improving instruction is invaluable.

Appalachian is a 92-year-old former teachers' college tucked in the Blue Ridge Mountains of northwest North Carolina. Now developing into a comprehensive institution, the university relies heavily on federal aid to help its students pay their bills, to reach out to underprivileged high-school students, and to improve its international-education and science curricula.

University officials say federal student-aid programs, in particular, have opened the institution's doors to thousands. Forty-two per cent of Appalachian's 11,483 students, most of them from families who earn less than $24,000 a year, now receive federal aid. A North Carolina resident attending Appalachian can expect to spend $4,915 this year; a non-resident, $9,405.

Essential for Rural Population

Patsy M. Braxton, Appalachian's director of financial aid, says the federal aid programs are essential for an institution serving a largely rural, low- and middle-income population. State student-aid funds are limited, and the university's endowment of $13.5-million provides only a small amount of money for scholarships for high-achievers, she says.

U.S. Money for Students at Appalachian State 1990-91

Pell Grants	$2,552,174
Supplemental Grants	$138,109
College Work-Study	$331,678
Patricia Roberts Harris Fellowships	$69,333
ROTC scholarships	$56,077
Upward Bound	$181,001
Student support services	$100,000
International education	$52,000

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More than 2,500 students receive Pell Grants, Ms. Braxton says, noting that the average grant is $1,396. Many also receive Supplemental Educational Opportunity Grants and College Work-Study funds.

The growing gap between what the government can provide and what the university charges has forced students to borrow more, Ms. Braxton says.

Demand for low-interest Perkins Student Loans is high, she says, and has caused the university to stretch the funds by keeping most loans smaller than $800.

Good Record of Repaying Loans

Stafford Student Loans have also become more popular, the number nearly doubling in the last two years, Ms. Braxton says. While attentive to the size of debts that students are incurring, she is less concerned about the issue than aid administrators on other campuses, since Appalachian's students have had a good record of repaying. The latest Education Department data

Continued on Page A25

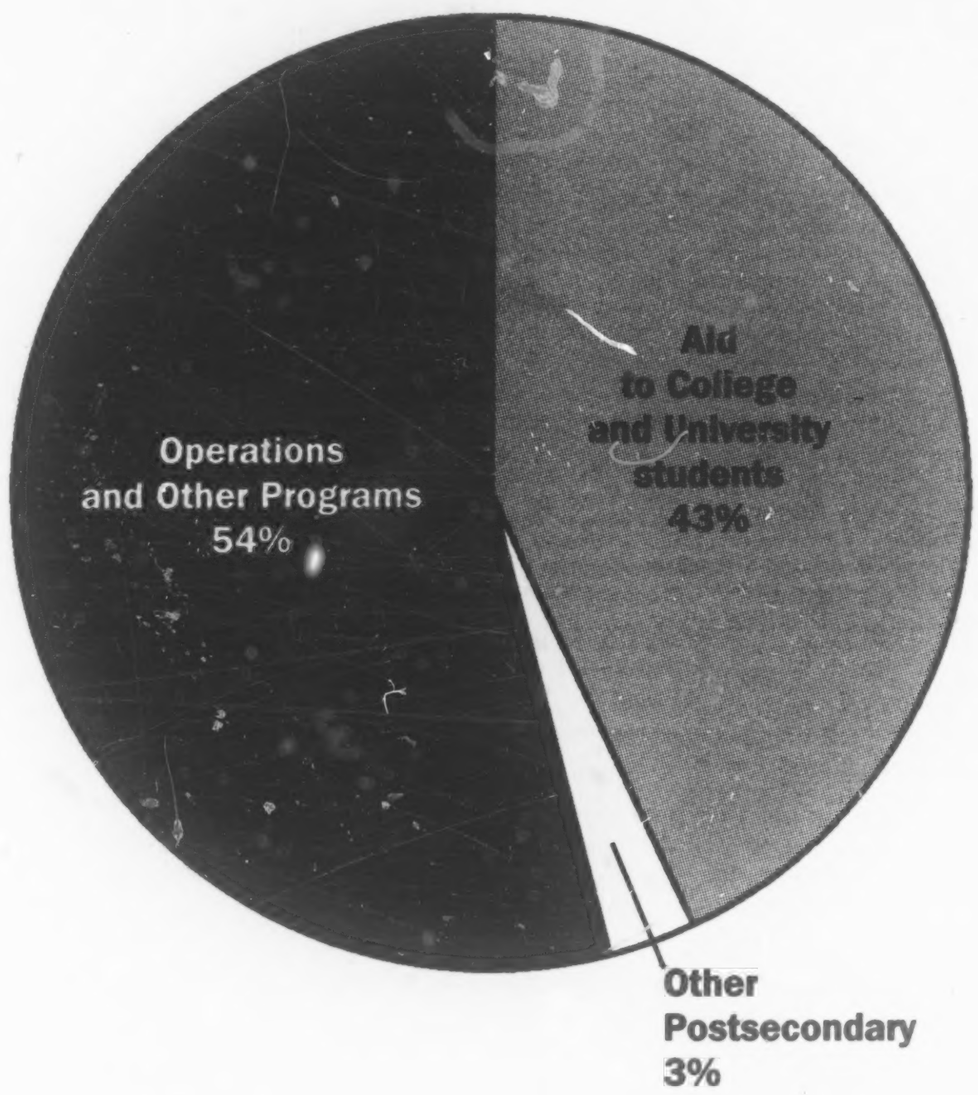
THE BUSH BUDGET

At a Glance

COMPARED WITH FISCAL 1991

EDUCATION DEPARTMENT:	
Pell Grants	+7%
Supplemental Grants	−33%
College Work-Study	−33%
Stafford Student Loans	+39%
Aid to black colleges	No change
International education	No change
Education research	+15%
State student aid	−100%
Office for Civil Rights	+16%
Vocational education	+4%
FIPSE	No change

OTHER AGENCIES:	
NIH	+6%
AIDS research	+3%
NSF	+18%
Cooperative extension	+3%
DOD basic research	−10%
"Star Wars" research	+80%
Superconducting Supercollider	+120%
NASA research and development	+19%
National Endowment for the Humanities	+5%
National Endowment for the Arts	No change
National Archives	+10%
USIA educational and cultural exchanges	+5%
Non-profit postal subsidies	−61%



Where Education Department Dollars Go

In the Department of Education

	Fiscal 1990 actual	Fiscal 1991 estimate	Fiscal 1992 request
Student assistance			
Pell Grants	$4,804,478,000	$5,374,282,000	$5,775,121,000
Supplemental Grants	458,650,000	520,155,000	346,945,000
College Work-Study	601,765,000	594,689,000	396,615,000
Income-contingent loans	9,863,000	4,880,000	10,000,000
State Student Incentive Grants	59,181,000	63,531,000	0
Perkins Loans	148,309,000	156,144,000	15,000,000
Stafford Student Loans	4,376,027,000	4,244,489,000	5,892,632,000
Paul Douglas Teacher Scholarships	14,922,000	14,639,000	14,639,000
Graduate support			
Patricia Roberts Harris graduate fellowships	16,034,000	17,566,000	0*
Robert C. Byrd honors scholarships	8,627,000	9,271,000	9,271,000
Jacob K. Javits fellowships	7,896,000	7,807,000	0*
Patricia Roberts Harris public-service fellowships	3,277,000	3,198,000	0*
Minority participation graduate fellowships	3,547,000	5,953,000	0*
Areas of National Need fellowships	15,793,000	24,885,000	0*
Institutional assistance			
Developing institutions			
Aid for historically black colleges	95,366,000	99,542,000	99,542,000
Endowment challenge grants	17,893,000	17,462,000	7,462,000
Institutional support	82,911,000	87,831,000	87,831,000
Cooperative education	13,445,000	13,175,000	13,175,000
Facilities			
College-housing and academic-facilities loans	35,129,000	37,726,000	3,598,000
Interest-subsidy grants	22,449,000	20,396,000	19,412,000
International education	30,250,000	34,525,000	34,525,000
Law School Clinical Experience	4,935,000	5,855,000	0
Veterans' Education Outreach	2,801,000	2,733,000	0
Bilingual education			
Bilingual vocational training	2,959,000	2,888,000	2,888,000
Training grants	31,913,000	36,066,000	36,066,000

Proposed Spending on Colleges, Their Students, and Scientific Research

	Fiscal 1990 actual	Fiscal 1991 estimate	Fiscal 1992 request
Library resources			
Research libraries	$5,738,000	$5,855,000	$0
Training and demonstration	285,000	325,000	0
College-library technology grants	3,732,000	3,904,000	0
Aid to disadvantaged			
College-aid migrant programs	1,720,000	1,952,000	2,034,000
Legal Training for the Disadvantaged	2,468,000	2,928,000	0
Minority Institutions Science Improvement	5,416,000	5,855,000	6,101,000
Programs for disadvantaged students	248,330,000	343,615,000	395,075,000
Education research and statistics			
Education research	55,502,000	64,714,000	74,296,000
Education statistics	22,655,000	44,313,000	51,974,000
Education for the handicapped			
National Institute on Disability and Rehabilitation Research	54,318,000	58,924,000	0
Research and development	19,825,000	20,174,000	20,174,000
Personnel development	63,706,000	69,289,000	69,289,000
Rehabilitation training	31,110,000	33,353,000	0
Postsecondary programs	6,510,000	8,559,000	8,559,000
Miscellaneous			
Adult education	192,795,000	238,828,000	250,727,000
Vocational education grants	850,734,000	856,503,000	890,656,000
Teacher training	151,515,000	230,171,000	260,704,000
Office for Civil Rights	44,572,000	48,405,000	56,000,000
Drug-abuse education, prevention for college students	19,200,000	19,100,000	19,500,000
Fund for the Improvement of Postsecondary Education	11,702,000	14,639,000	14,639,000
Student Literacy Corps	5,042,000	5,367,000	0
Women's educational equity	2,098,000	1,995,000	500,000
School, College, and University Partnerships	2,961,000	3,904,000	0*

In Other Federal Agencies

	Fiscal 1990 actual	Fiscal 1991 estimate	Fiscal 1992 request
Scientific research			
National Institutes of Health			
Cancer Institute	$1,682,700,000	$1,720,426,000	$1,815,872,000
Heart, Lung, and Blood Institute	1,072,793,000	1,129,992,000	1,212,924,000
Institute of Dental Research	136,397,000	151,192,000	161,939,000
Institute of Diabetes, Digestive, and Kidney Diseases	582,891,000	618,792,000	662,557,000
Institute of Neurological and Communicative Disorders and Stroke	490,268,000	544,843,000	586,455,000
Institute of Allergy and Infectious Diseases	843,624,000	919,608,000	991,254,000
Institute of General Medical Sciences	714,503,000	765,510,000	838,680,000
Institute of Child Health and Human Development	444,450,000	481,360,000	522,988,000
Eye Institute	236,742,000	253,488,000	272,407,000
Institute of Environmental Health Sciences	269,961,000	286,817,000	300,500,000
Institute on Aging	240,091,000	325,252,000	350,058,000
Institute of Arthritis, Musculoskeletal, and Skin Diseases	170,337,000	195,347,000	206,897,000
Research Resources	371,652,000	337,595,000	323,350,000
Center for Nursing Research	36,058,000	43,242,000	47,267,000
Institute of Deafness and Other Communication Disorders	117,649,000	134,935,000	135,435,000
Center for Human-Genome Research	59,538,000	87,522,000	110,597,000
International Center	16,775,000	18,969,000	21,422,000
Library of Medicine	98,111,000	105,046,000	114,738,000
Total, N.I.H.	7,576,537,000	8,277,174,000	8,775,386,000
AIDS research, education, and prevention	1,590,000,000	1,885,000,000	1,950,000,000
National Science Foundation			
Renovation of research facilities	19,690,00	20,478,000	0
Research	1,554,868,000	1,694,200,000	1,963,500,000
Science and engineering education	220,678,000	322,350,000	390,000,000
Antarctic program	79,729,000	75,000,000	75,000,000
Research instruments	0	0	50,000,000
Total, National Science Foundation	2,122,588,000	2,316,028,000	2,722,000,000
Department of Agriculture			
Cooperative research			
Hatch Act support	$155,100,000	$162,300,000	$168,300,000
Payments to black colleges	30,400,000	34,600,000	38,300,000
Special research grants	56,300,000	62,400,000	26,700,000
Competitive research grants	42,500,000	73,000,000	125,000,000
Animal-health research	5,400,000	5,600,000	0
Total cooperative research	385,600,000	454,200,000	409,200,000
Extension service	369,200,000	398,500,000	410,800,000
Department of Defense			
Basic research	936,145,000	1,125,379,000	1,009,816,000
University Research Initiative	94,800,000	230,711,000	87,373,000
Strategic Defense Initiative	3,571,211,000	2,862,495,000	5,150,574,000
Department of Energy			
General science	1,084,219,000	1,148,732,000	1,548,939,000
Superconducting Supercollider	192,735,000	242,900,000	533,700,000
Basic energy sciences	564,000,000	711,800,000	714,700,000
Environmental Protection Agency			
Research and development	234,291,000	259,900,000	318,000,000
National Aeronautics and Space Administration			
Research and development	5,895,197,000	6,563,437,000	7,812,275,000
Space station	1,750,000,000	1,900,000,000	2,029,000,000
Health research and training			
Alcohol, Drug Abuse, and Mental Health Administration			
Research	855,000,000	982,000,000	1,065,000,000
Centers for Disease Control			
Occupational safety, health research and training	84,659,000	96,980,000	96,980,000
Health professions			
Health-professions education			
Exceptional-need scholarships	6,685,000	9,759,000	10,400,000
Aid to disadvantaged students	26,965,000	30,817,000	32,841,000
Primary-care and family-medicine training	65,841,000	69,050,000	0
Nurse training	56,636,000	58,524,000	4,160,000
Total, Health-professions education	215,000,000	261,000,000	88,000,000
Health Service Corps	51,000,000	91,000,000	96,000,000
National Health Service Corps scholarships and loan repayment program	11,382,000	48,795,000	53,795,000
Medical-facilities guarantees and loans	21,000,000	20,000,000	19,000,000
Area health-education centers	18,125,000	19,237,000	0
Arts and humanities			
National Endowment for the Humanities			
Education programs	15,974,000	17,806,000	18,900,000
Fellowship programs	15,343,000	16,215,000	17,600,000
General programs	23,074,000	23,177,000	23,900,000
Research programs	16,763,000	18,503,000	19,900,000
State programs	25,637,000	26,859,000	26,900,000
Office of Preservation	17,453,000	22,581,000	20,800,000
Challenge grants	14,495,000	15,071,000	16,050,000
Treasury matching grants	11,832,000	11,937,000	14,400,000
Total National Endowment for the Humanities	156,910,000	170,004,000	178,200,000
National Endowment for the Arts	171,255,000	174,083,000	174,083,000
Institute of Museum Services	22,675,000	25,864,000	25,970,000
National Archives & Records Administration	124,840,000	138,219,000	152,143,000
Civil rights			
Commission on Civil Rights	5,707,000	7,075,000	10,780,000
Equal Employment Opportunity Commission	185,170,000	198,300,000	210,271,000
Miscellaneous			
Corporation for Public Broadcasting	229,391,000	298,870,000	327,290,000
Veterans' educational benefits	456,928,000	543,326,000	652,922,000
Peace Corps	169,675,000	190,589,000	205,152,000
U.S. Information Agency			
Educational and cultural exchanges	163,557,000	172,378,000	181,727,000
Postal subsidies for non-profit organizations	453,425,000	472,592,000	182,778,000
Small Business Development Centers	49,300,000	55,700,000	30,000,000

* President Bush proposed that these programs receive no money, but he also proposed the creation of new programs to encompass their purposes.

THE BUSH BUDGET

Budget Backs 8% Increase for Basic Science, With Big Share to Individual Researchers

Continued From Page A19

chief adviser for science and technology, said at a press briefing on the budget last week that the President's plan represented a strong, long-term investment in research and development, including "a particular focus" on basic research.

That focus, he said, recognized "the many essential contributions of basic research, especially at universities."

Following are details about the proposals for specific agencies and initiatives.

National Science Foundation. The N.S.F. budget would grow by about $406-million, for a new total of about $2.72-billion. The largest part of the increase—about $150-million—would be devoted to expanding research in several areas the government has designated as high priorities, including high-performance computing and communications, and the synthesizing and processing of materials. Much of the research would be conducted by individual scientists or small groups of scientists who receive N.S.F. grants.

The agency is also asking for $50-million to start a new program to help colleges and universities develop and purchase state-of-the-art laboratory equipment.

National Institutes of Health. Biomedical researchers disagreed over the Administration's proposals for N.I.H. Some said the budget reflected an encouraging commitment to basic research on the part of the White House. Others attacked the Administration, saying that the budget proposal had failed to meet a Congressional mandate for increasing the number of individual grants and that it would cut costs at the expense of scientific quality.

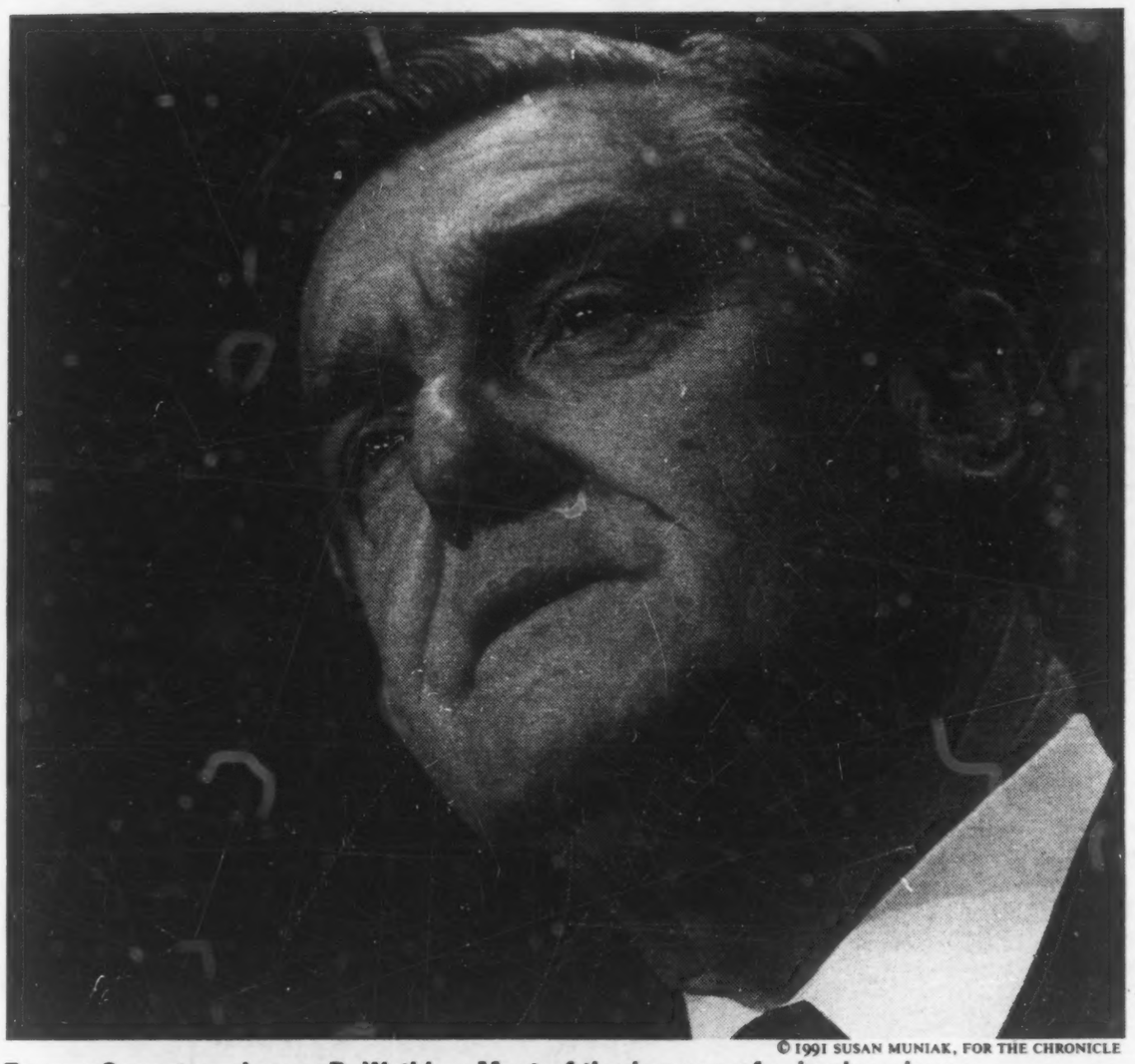
For N.I.H., the budget called for an overall increase from $8.2-billion to $8.8-billion. The increase for research-project grants would be about 9 per cent, from $4.5-billion to $4.9-billion. The budget would allow N.I.H. to support 5,785 new grants in 1992—the same number as in 1991. N.I.H. supported 4,750 in 1990. Last year Congress ordered the institutes to revamp their financial-management plan so they could support 6,000 new grants a year. The new plan is still being revised.

Said Leon E. Rosenberg, dean of the Yale University medical school: "I am encouraged that the President's budget requests a significantly greater increment for biomedical research than had been the case in recent years. I remain convinced, however, that the opportunities to improve health through research are much greater than the requested funds will permit."

Other researchers said this year's budget request marked a change from the pattern of the last several years, in which the White House asked for minimal increases for the N.I.H. and Congress approved more significant raises.

"Out of the starting blocks, we're ever so much better off than last year," said Thomas D. Pollard, director of the department of cell biology and anatomy at the Johns Hopkins University medical school.

Some researchers and lobbyists said, though, that because the Administration had still not provided enough money to finance the larger number of grants adequately, it was setting the stage for continuing instability in the number and level of grants. The Ad Hoc Group for Medical Research Funding, a coalition of about 150 research organizations, said in a statement: "There is a serious shortfall between the proposal to award additional research grants and the dollars provided to fund them. Attempts to buy research 'on the cheap' can only impede scientific progress."



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Energy Secretary James D. Watkins: Most of the increase for basic science is a 120-per-cent rise in support for the Superconducting Supercollider.

High-performance computing and communications. Eight agencies are participating in a coordinated effort to expand research and development in all advanced areas of computing and networking. Over all, federal spending for the effort would go up by about 30.5 per cent, to about $638-million.

The effort is intended to develop the hardware, software, and networks, as well as the training, that the next generation of supercomputing systems will require.

About $265-million would be devoted to developing affordable software that will allow much faster computations for basic problems in science and engineering.

About $157-million would be spent on

Teaching Hospitals Would Lose Nearly $1.2-Billion Under Administration's Budget Plan

By SCOTT JASCHIK

WASHINGTON

Teaching hospitals would lose nearly $1.2-billion next year under the budget that President Bush sent to Congress last week.

Officials of medical schools say their institutions would be devastated by the cuts, which would reduce Medicare payments to hospitals. They also say they are worried by another Administration proposal that would change the way federal loans are provided to their students.

It was unclear last week how Congress would respond to the proposed Medicare cuts. In the past, lawmakers have rejected similar ideas. Key lawmakers have already pledged to fight the proposal.

But this year's budget deliberations will be governed by a law, adopted last year, that requires any increases in domestic spending programs to be matched by reductions in other domestic programs. A similar rule applies to increases in military programs. Many political observers say the proposal for teaching hospitals may go through this year because Congress is unlikely to cut other domestic programs enough to find $1-billion for the hospitals.

"This may be the only pot of money to take a big chunk from," says Mary Beth Bresch, legislative analyst for the American Association of Medical Colleges.

More than $1-billion would be cut by changing the formula the government uses to calculate Medicare payments to teaching hospitals. The payments—which total billions of dollars a year—are intended to help the hospitals meet the extra expenses they face in training new doctors, providing care to many indigent patients, and offering a wide variety of medical programs.

Administration officials say the payments must be cut because they cost Medicare too much. The officials also say the formula is too generous.

"Teaching hospitals need to maintain a certain patient base to teach, but they also cannot endanger the functioning of an English or history department."

Medical-school officials, however, say their institutions cannot afford to lose $1-billion next year. Says Adele R. Amodeo, coordinator of health-legislation review for the University of California system: "It's very frightening to watch the operating margins shrink and shrink."

The university system operates five acute-care and two psychiatric hospitals. One of the hospitals, at Irvine, is bankrupt, Ms. Amodeo says, adding that cuts of the magnitude proposed by the President could put other hospitals in the system in the red.

She adds: "Teaching hospitals need to maintain a certain patient base to teach, but they also cannot endanger the functioning of an English or history department to make up for the difference in what the government provides."

Teaching hospitals would also lose money because of a proposed change in the way Medicare reimburses them for the services provided by medical residents.

In the past, the reimbursement formula did not distinguish between residents in primary-care fields and those in specialties. This year, however, the budget proposes changing the formula to give teaching hospitals less money if too many of their residents are in specialties.

Ms. Bresch of the American Association of Medical Colleges says the proposal would hurt teaching hospitals and do nothing about the need for more primary-care residents. She says that hospitals are able to fill only 85 per cent of the primary-care residencies they offer now, and that the solution is attracting more medical students, not changing hospital behavior.

The Bush Administration projects that changing the reimbursements would save the government $140-million.

Another proposal, which would affect medical as well as other health-professions schools, would end the Health Education Assistance Loans program by merging it into the Health Professions Student Loans program. The former is open to all students, regardless of financial need. The latter is available only to needy students.

Medical Students Concerned

James O. Mason, Assistant Secretary of Health and Human Services for health, says the merger is part of an Administration commitment to put limited funds in programs that serve disadvantaged people. Administration officials also say that, if the proposed change takes effect, chiropractic and podiatry students will be excluded from the loan program because they have had high loan-default rates.

Medical-student groups say they are concerned that the proposal would deny funds to students from middle-class families—students who may not be poor but may still need government loans to finance their medical education.

Chiropractic-school officials also vow to fight the plan. Kenneth W. Padgett, president of the New York Chiropractic College, says any change in the programs should be based on the default rates of particular schools, rather than affecting all of a given profession's schools. "You just shouldn't discriminate against professions," he said. ■

developing new hardware for future generations of computers and for easier use of current models. An additional $92-million would be spent on a National Research and Education Network that would improve and link existing federally supported research networks so that government agencies, higher-education institutions, industries, small businesses, and schools would be able to tap into a wide range of scientific resources.

Department of Defense. As part of the 10-per-cent cut in its budget for basic research, the Defense Department has proposed reducing funds for the University Research Initiative by nearly 63 per cent. The program, which supports multidisciplinary research and training at colleges and universities, would be cut from about $230.7-million to about $87.4-million.

The Pentagon is also asking for about $5.15-billion for the Strategic Defense Initiative. That would be an increase of about 80 per cent for the program, popularly referred to as "Star Wars."

Department of Energy. Basic-science programs at the Energy Department would receive a major boost next year, rising nearly 16 per cent to $2.67-billion. Energy Secretary James D. Watkins said at a press briefing that most of the increase was the result of a 120-per-cent jump in support for the Superconducting Supercollider, which would receive $533.7-million next year.

Deputy Energy Secretary W. Henson Moore announced at a separate meeting with reporters that several teams of accounting experts had agreed that the total cost of building the supercollider would not exceed $8.25-billion.

He warned that if Congress failed to provide enough money to complete the 53-mile, oval-shaped particle collider by 1999, the cost of the project could go up. The supercollider is to be built south of Dallas.

"Time is money," he said, noting that each year of delay would add another $400-million to the project's overall cost. Mr. Moore added that because of the need to more than double the project's annual budget now, "this year in Congress is going to be our biggest hurdle."

"This will represent a major commitment from Congress that they too want to build this," he said.

Funds for other energy-research programs would receive only modest increases next year under the Administration's request. Basic-energy-sciences research, for example, would rise less than 1 per cent, to $715-million, and high-energy-physics programs would grow 13 per cent, to $666-million.

Mr. Watkins said he was concerned that energy-research programs, particularly the supercollider, not be affected by lawmaker's efforts to redirect funds away from research and toward construction of "pork barrel" facilities in their districts.

Mr. Watkins said he was particularly angered by Congress's decision to cut $50-million from nuclear-fusion research in the current year's budget to pay for some of the projects. "We now have a stripped-back fusion program, bare bones, barely hanging in there," he said.

Congressional reaction to the budget plan for the supercollider was mixed. Members of Texas's powerful Congressional delegation have pledged to fight for it. But some lawmakers said they would seek to block support for the project. Rep. Sherwood L. Boehlert, a New York Republican, called the cost estimates for the collider "unrealistically low" and said: "The President's budget provides ample evidence that the Superconducting Supercollider should be delayed or canceled."

National Aeronautics and Space Administration. NASA would receive a 13-per-cent increase in its overall budget—set for $15.7-billion in 1992—and basic-science research would also receive healthy increases.

Richard H. Truly, NASA's Administrator, told reporters that space-science research would be "a top priority" at his agency next year, rising 21 per cent to $2.93-billion. That includes an increase of nearly 17 per cent for physics and astronomy programs, to $1.14-billion; a boost of 32 per cent for life-sciences research, to $183-million; and a rise of 37 per cent for planetary exploration, to $627-million.

Funds for research and development for the space station *Freedom*, meanwhile, would grow by 7 per cent, to $2-billion.

Agriculture research. Federal support for the Cooperative State Research Service, which sponsors agriculture research throughout the country, would drop 9.9 per cent—to $409.2-million—under President Bush's proposed budget. However, the service's competitive-grants program would increase by 71.2 per cent, to $125-million.

The cuts would come from specialized programs created by Congress in recent years in such fields aquaculture, as well as from earmarks for specific campuses that lawmakers have designated in annual appropriations bills.

College officials said they were pleased with the increase in the competitive program because they have been pushing in recent years for more money to be awarded competitively. Historically, most agriculture-research money has been distributed through population-based formulas.

The Agriculture Department is also moving to redress the major complaint that colleges have had about the competitive program: a cap on the additional amount that a college can charge the government for the overhead costs associated with a research grant. Most college officials said the current limit, 14 per cent of the amount of the grant, was far too low, but key members of Congress said it was needed to insure that limited federal funds went to support research.

Charles E. Hess, Assistant Secretary of Agriculture for science and education, said last week that he would support efforts to remove the cap.

Global-change research. Support for research related to global climate change would increase by 24 per cent under President Bush's budget, to $1.18-billion. The research is conducted by nine federal agencies. Under the proposal, the top priority for the research supported by the agencies in the next year would be to determine whether, and to what extent, human activities change the global climate system.

Science and mathematics education. The Administration's 1992 budget includes $1.94-billion—or 13 per cent more than the current year's—for various mathematics and science-education programs in kindergarten through graduate school. That number includes $660-million for programs at the pre-college level, $477-million for undergraduate programs, and $803-million for graduate programs. Although graduate programs would continue to receive the most money, they would grow by only 2.4 per cent. Pre-college programs would grow by 28.4 per cent and undergraduate programs would go up 14.3 per cent.

Scott Jaschik and Kim A. McDonald contributed to this article.

Scientists Puzzled by Bush Plan for Research Facilities

By COLLEEN CORDES

WASHINGTON

Higher-education officials are puzzled by President Bush's 1992 budget plans for improving academic research facilities and equipment.

On one hand, the Administration proposed a new $25-million program to renovate facilities for agricultural research. And the President called for a new $50-million program at the National Science Foundation to help colleges develop and acquire state-of-the-art research equipment.

On the other hand, the Administration proposed no money whatsoever for the N.S.F.'s two-year-old program for renovating academic research facilities of all kinds. Congress appropriated $20-million for the program this year.

Moreover, in its official budget documents the Administration appeared to argue that universities' need for improved academic research facilities was not the federal government's problem.

"Special programs for facilities repair and renovation are not warranted because the federal government directly supports only a small proportion (less than 10 per cent) of this activity," the Administration's budget book said.

Statement Is Called 'Ludicrous'

Patricia S. Warren, who directs the Higher Education Colloquium on Science Facilities, said the statement was "almost ludicrous."

"It's like saying, 'We haven't been doing what we should be doing, therefore we shouldn't do it,' " she said.

Ms. Warren's organization is a bipartisan group of lawmakers and higher-education officials who want the federal government to provide coordination and money to improve the nation's science facilities.

Some scientists said the Administration had no choice but to avoid spending N.S.F. money on facilities next year.

"Renovation is needed and facilities are important—and they're disintegrating all over the country," said Robert L. Park, who directs the Washington office of the American Physical Society. "At the same time, it's not the highest priority. There are just too many good scientists out there who can't get the money to do their projects."

D. Allan Bromley, the President's chief adviser for science and technology, added to last week's confusion by saying at a budget briefing that he still believed the state of academic research facilities was a serious problem that the government should help solve. He said the $75-million in new programs for scientific equipment and agricultural-research facilities did not "begin to address the scope of the problem that's out there."

"Programs for facilities repair and renovation are not warranted because the federal government directly supports only a small proportion of this activity."

Because of other priorities, Mr. Bromley said, the Administration was not able to propose a major plan to solve the problem in fiscal 1992. But he said that such an initiative remained "a high priority."

Some academic officials said the Administration's budget document made light of the problem. After noting that universities must certify to the government that their facilities are adequate to conduct the research for which they receive grants, the document added that the reported deterioration of facilities "has not had an apparent effect on the ability of universities to accept federal research funds."

Budget Cites Overhead Costs

The budget document also pointed to the large amounts of money universities receive for the overhead costs of research as representing a "considerable and continuing investment in academic research facilities."

Federal regulations allow institutions to charge the government for overhead based on the depreciation, operation, and maintenance of research buildings, and the rules also allow reimbursements for the interest that universities pay when they borrow money to build new research facilities. Mr. Bromley said the Administration would re-examine those regulations this year.

University officials said the Administration's ambivalence about providing money for facilities was matched in academe. They said many researchers would probably oppose any attempt to award more money to N.S.F. facilities program if the increase were to come at the expense of research grants.

Added Mr. Park: "The bench scientists are going to say, 'Look, I'll do it in my garage if I have to; just give me the money to do my research.' "

A compromise may be attempted, Ms. Warren said, under which researchers and higher-education groups would agree to lobby Congress to spend some of the $50-million proposed equipment on the N.S.F. facilities program instead. Short of some action, she added, the situation can only get worse. "That's why we've got a $12-billion problem," she contended, "because it's always deferred." ■

THE BUSH BUDGET

Case Western Professors Say Budget Debate in Congress Directly Affects Their Lives

Continued From Page A19

worries about the government's emphasis on practicality. "Every field needs a mix of knowledge generation and problem solving," she says.

Even those who do obtain grants have problems. It may take a year to write a proposal and another for funds to arrive, Ms. Brennan says. Hence, when a grant is awarded, it is likely to be based on financial estimates that have been eroded by two years of inflation. Then, 10 to 15 per cent may be cut from the award, based on how much money the federal agency has received that year.

That leaves people scrambling to purchase the equipment they had planned for, or to hire the additional research assistant. "To live in this era of funding, you have to keep turning up rocks to see if there is any money under them," Ms. Brennan says.

$23-Million Study on Microgravity

Some faculty members still pull in major grants, but even they have mixed feelings about the federal budget policies. One is Simon Ostrach, a professor of mechanical and aerospace engineering who is directing a $23-million study on the effects of microgravity on surface tension, crystal growth, and combustion. The National Aeronautics and Space Administration is supporting the work, which will culminate in experiments to be conducted on a space shuttle next year.

Mr. Ostrach came to the university in 1960 and was told by NASA and the university to build a top department. He received annual grants of $100,000 from NASA, with few real limits on how the money could be spent. He then hired top young scholars. "I could say to them, 'Don't worry about hustling money,' " Mr. Ostrach recalls, adding that he could never tell a young faculty member the same thing today.

Now, he says, faculty members not only must spend a great deal of time applying for grants, but they also must spend time creating "centers" to impress federal agencies. Some agencies, especially the National Science Foundation, have designated more and more money in recent years to support such centers, which are supposed to encourage interdisciplinary research. The idea is that scholars gain from contact outside of their disciplines.

Mr. Ostrach says the focus on centers is one reason he "completely ignores" the N.S.F. He says the centers become bureaucratic and their officials spend too much time in meetings—all to satisfy a federal demand for cooperation. Such policies limit the federal programs Mr. Ostrach will apply to, but he adds: "At least every buck I get is a buck for research."

The federal emphasis on centers draws different reactions from others here. Just last month, university officials proudly announced that Case Western, Kent State University, and the University of Akron had won a $20-million N.S.F. grant to create the Science and Technology Research Center in Polymer Liquid Crystals.

In many cases, faculty members here say they rely on existing strengths of the university and of their own research to win federal funds. But their success with proven strategies can make people nervous about submitting grant applications that might be viewed as risky.

"The best grant now is a grant for work you are positive you can do, and a grant for work you have almost done already."

Neil Cherniak, dean of the medical school, says researchers are unlikely to seek support for unconventional work these days. "The best grant now is a grant for work you are positive you can do, and a grant for work you have almost done already," he says.

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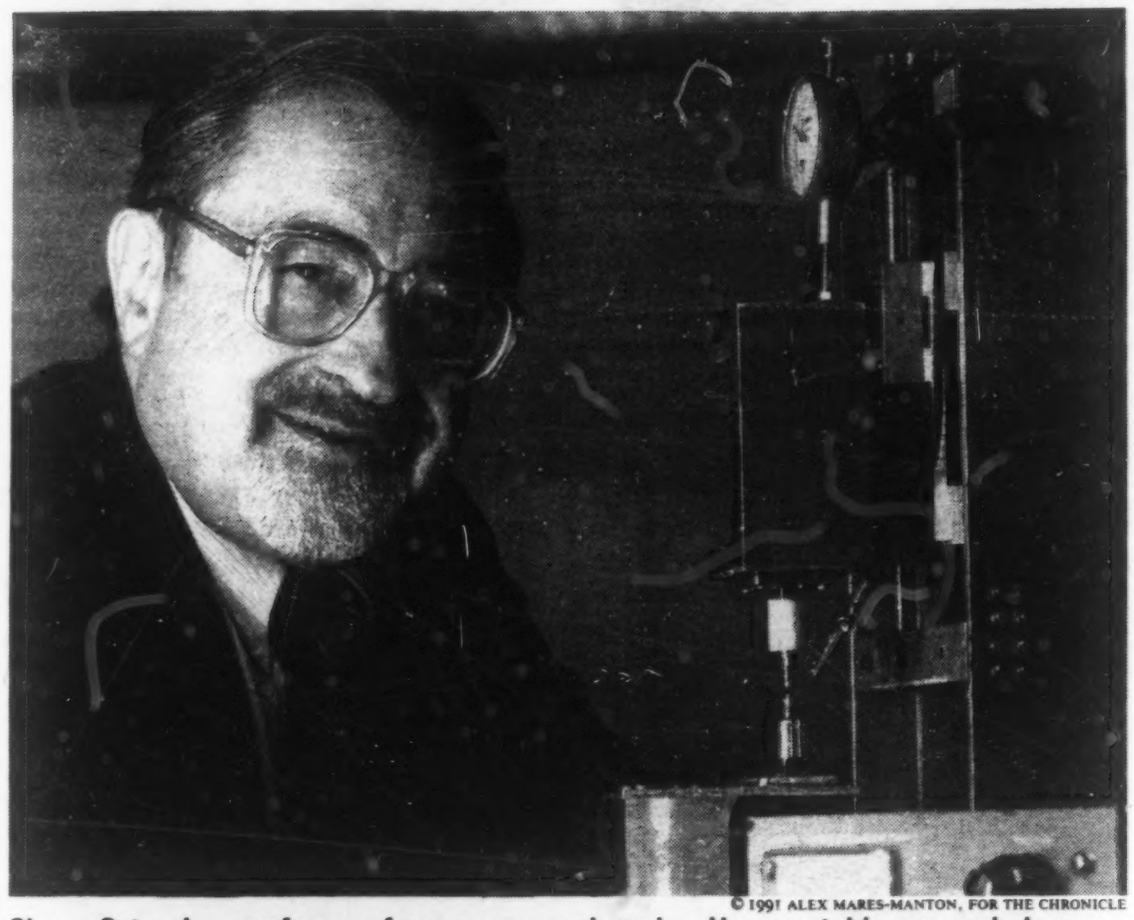
Patricia F. Brennan, professor of nursing and systems engineering: "In this era of funding, you have to keep turning up rocks to see if there is any money under them."



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Simon Ostrach, a professor of aerospace engineering: He once told young scholars, "Don't worry about hustling money." He could never tell them the same thing today.

Dr. Cherniak says it's not necessarily bad that competition for federal money is so intense. Much good work, he says, is receiving support, both at Case Western and at other universities. But he says scientists' ability to do such work would be greatly enhanced if the federal government had a program to build or renovate research facilities.

In this year's federal budget, Case Western received a $10-million Congressional "earmark" for a new biomedical-science building. Officials say they wouldn't have sought the earmark—an action by Congress that by-passes merit review—if a merit-review program for biomedical facilities existed. They add that they must find a way to keep their buildings modern.

Dr. Cherniak also says that even with an increase in federal spending for science, anxiety about federal funds prompts faculty members—himself included—to spend too much of their time applying for grants. Dr. Cherniak is now applying for a renewal of a five-year grant from the National Institutes of Health that has brought $9-million to the university for studies of the causes of respiratory failure.

Fewer Professors in Political Science

Not all Case Western scholars feel pressured to win federal funds. Kenneth W. Grundy, a professor of political science, says his colleagues and those in many social sciences or humanities are not expected to support their research with federal dollars.

But even in a department without a large base of federal support, Mr. Grundy says, the Washington budget picture has an impact. "If the sciences are hurting, the whole university is hurting," he says.

As the university has had to spend more on research facilities and on helping faculty members make up for federal-budget fluctuations, it has had less money for departments that can't turn to Washington, he says. The political-science department has shrunk from 11 full-time faculty members in the 1970's to 5 today.

Mr. Grundy also worries that the push for federal financial support hampers the university's efforts to improve the quality of teaching. Mr. Grundy says he once passed along student complaints about poor teaching in the sciences to a faculty member in a science department who replied: "I don't regard students as my clients. I regard federal funding agencies as my clients."

Learning How to Win Grants

Amid many complaints about the scarcity of federal funds, some professors here say enough money is available if faculty members know how to get it. Joseph F. Fagan, III, a professor of psychology, teaches a for-credit course—in which many faculty members enroll—on winning federal grants. The final project is to complete an N.I.H. grant proposal.

Mr. Fagan says scholars need to adopt more-entrepreneurial attitudes about getting federal funds and to look for ways to demonstrate the value of their work to society. Then, he says, they will find that money is readily available.

In his case, Mr. Fagan received grants totaling nearly $1-million over a 25-year period for his work on infant memory. His research has led to a system that enables doctors to identify mentally retarded babies at a much earlier age than was previously possible, allowing parents and educators to start special programs for the babies immediately.

In the past two years, Mr. Fagan has started his own business to market his system to physicians and hospitals. Now the business is receiving support through the Small Business Administration and N.I.H.

Mr. Fagan says academics who are worried by the competition for federal funds must accept the fact that their numbers have grown much more quickly than have federal research budgets. When he started his career, there were 12 American psychologists studying infants, he says; today there are 1,500.

"The competition has increased, but most good people get funded somehow," Mr. Fagan says. "It's just that what may have been good enough to get federal funds 10 years ago may not be good enough now." ■

At Appalachian State U., Federal Student-Aid Funds Help Open Doors to Thousands

Continued From Page A19

showed Appalachian had a default rate of just 3.3 per cent.

Ms. Braxton says she worries more about the number of hours Appalachian's students are working to avoid having to take out larger loans. "When you overdo one end of the scale, something is going to suffer, and nine out of ten times it's the academics," she says.

John E. Thomas, Appalachian's chancellor, shares Ms. Braxton's concern. "If you work at a pizza place until 1 in the morning and you've got an 8 o'clock physics class, something's got to give," he says.

Sally F. Kuhl, a senior at Appalachian, says she has worked full time in the summers and as many as 30 hours a week during the school year to avoid having to borrow heavily. "I didn't want to graduate and have this huge debt hanging over my head," she says.

Having so many students working nights also makes it difficult for the university to schedule dormitory programs on topics that colleges have been criticized for overlooking, such as preventing AIDS and drug abuse, Mr. Thomas says. "You're limited when your audience is either tired or going 70 miles an hour with a pizza sign on top of their cars," he says.

Ms. Braxton says that when she looks forward to the government's 1992 fiscal year and its effect on the 1992-93 academic year, she is concerned that the Bush Administration's plan for focusing Pell Grants on the neediest students could cause many to take larger loans and to work more hours.

One senior has worked as many as 30 hours a week to avoid having to borrow heavily. "I didn't want to graduate and have this huge debt hanging over my head."

If the Bush plan is enacted, she anticipates that it would increase the overall amount of grant money flowing to Appalachian, but also that it would place greater financial burdens on many middle-income students who would lose their grants.

Problems for Trio Programs

For Chancellor Thomas, the proposed change in the distribution of Pell Grant dollars illustrates what he says is a serious problem with federal aid programs—their instability. Students, he says, "ought to come in and have some sort of stability in what we're offering them so we don't change rules in the middle of the stream."

The inability to forecast the amount of student aid that will be available two or three years down the road is also a serious problem for the Appalachian officials who administer the federal Trio programs for disadvantaged students. The campus received $181,001 this year for the Upward Bound program, which exposes high-school students to college life. Appalachian also received $100,000 for the Student Support Services program, which provides college students with tutoring and counseling.

Says Nancy G. Spann, director of Appalachian's Trio programs: "The biggest problem is that our students need to be secure that they have the money to stay in school at least two years."

Trio staff members would also like additional money for administering their programs. M. Wesley Waugh, coordinator of Upward Bound, says he is managing to serve 94 students in six high schools on a budget intended to serve 65.

'We Try to Appease Them'

High-school officials in the six rural counties served by the program want more of their pupils in Upward Bound, Mr. Waugh says. "We try to appease them and still be conscious of not trying to spread ourselves too thin," he says.

One way in which the program has managed to accommodate the 29 additional students, Mr. Waugh says, is to use Appalachian's education students as volunteer counselors who visit high schools to make students aware of college opportunities and the availability of financial aid.

Upward Bound also brings the high-school students to Appalachian's campus for a six-week college preparatory program during the summer, and takes them on field trips to other towns and cities. Mr. Waugh says he has held down the cost by making some of them camping trips.

In spite of the penny pinching, Upward Bound has been successful, Mr. Waugh says. Three-quarters of the students who were in the program in the 1989-90 school year are enrolled in college, and two-thirds of the program participants since 1984 are either in college or have a four-year degree, he says.

Cathia L. Tribby, coordinator of Student Support Services, says her program is also stretching available dollars and getting results. The $100,000 annual federal grant is supposed to provide counseling and tutoring for 125 students, but serves 134.

A Higher Percentage Graduate

Ms. Tribby anticipates that 64 per cent of the students who entered the program in 1986 will have graduated from Appalachian by the end of this academic year. Statistics for all Appalachian students, by comparison, show that after six years only 54 per cent had graduated or were still taking classes at the university.

While helping students get through college, the Student Support Services program also helps to diversify this predominantly white campus, Ms. Tribby says. More than 93 per cent of Appalachian's students are white, but 91 per cent of the students in the support-services program are black. For a university that has only a small minority-scholarship program and serves a predominantly white region, the availability of the support services can be the key to attracting blacks, she says.

Other federal programs are important in helping Appalachian increase its number of minority graduate students, says Gregory G. Reck, assistant dean for research and grants at the graduate school.

The Patricia Roberts Harris Fellowship program provided the university with $80,000 last year and $69,333 this year to serve black graduate students pursuing master's degrees in education. The Minority Participation in Graduate Education program supported a university program that enabled 10 undergraduate students to spend last summer doing research, working with faculty members, and preparing for their graduate-school aptitude tests.

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Chancellor John E. Thomas: "If you work at a pizza place until 1 in the morning and you've got an 8 o'clock physics class, something's got to give."

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Patsy M. Braxton, director of financial aid: "When you overdo one end of the scale, something is going to suffer, and nine out of ten times it's the academics."

"It is a good way to recruit quality minority students into graduate programs," Mr. Reck says. "The federal dollar is pretty important there."

The federal contribution has also been important to Appalachian's international-education curricula, he says. A new $52,000 Education Department grant for Russian, East European, and Soviet studies should enable the university to hire an instructor of Russian, Mr. Reck says. If the student demand for Russian is as great as the university anticipates, Mr. Reck says he hopes North Carolina will agree to pay the instructor's salary in the future.

Federal grants have also helped Appalachian improve its science curricula. The National Science Foundation has awarded the university $446,295 this year for laboratories used to teach computer science, biology, astronomy, and physics.

Mr. Reck says funds like the ones the N.S.F. provides for laboratories are important to universities that do not have large endowments and do not do much research—such as Appalachian. "And I would guess that the vast majority of Americans are educated at institutions like this," he says. ■

Slight Increase Sought for Humanities, but Budget for Arts Fund Is Unchanged

WASHINGTON

In its budget proposal for fiscal 1992, the Bush Administration requested cost-of-living increases for the humanities and for international scholarship. But the White House sent a message to the National Endowment for the Arts by leaving its budget unchanged.

Under the Administration's plan, the budget for the National Endowment for the Humanities would increase by $8.2-million, or about 5 per cent, to $178.2-million.

The arts endowment's budget would remain at its current level: $174-million. The agency has been the subject of controversy for two years while lawmakers and arts advocates battled over restrictions on the types of art the federal government can support.

$200,000 for Faculty Program

The humanities-endowment increase includes $200,000 for a pilot program that would give grants to college faculty members for short periods of individual study.

The N.E.H. budget also includes a notable increase in the agency's "indefinite funds," the money it uses for matching grants. Long stagnant, the indefinite funds would increase by about 13 per cent, from $27-million to $30.5-million.

Increases for Fulbright Program

Support for educational and cultural exchanges sponsored by the United States Information Agency would increase by 5.3 per cent, to $181-million.

Most of the money would go for the Fulbright Program, which sends American scholars to teach abroad and brings foreign scholars to American colleges and universities. Under the Administration's plan, more money would be designated for exchanges with Eastern Europe, the Soviet Union, and Islamic nations, while less would be spent on programs with Western Europe.

The budget of the Institute of Museum Services would rise slightly, from $25.9-million to $26-million.

Some arts and humanities advocates said the difference between the budget requests for the N.E.A. and the N.E.H. probably testified to the effectiveness of lobbying by Lynne V. Cheney, the chairman of the humanities endowment.

—CHRISTOPHER MYERS

THE BUSH BUDGET

Aid Would Increase for the Neediest, End for Many Mid-Income Students

Continued From Page A19

Grants and the College Work-Study program would both be cut by a third, saving $371-million. The remaining $200-million for the Pell program would come from eliminating federal payments to the Perkins Student Loan Program and the State Student Incentive Grant program.

Plan to Offset Work-Study Cuts

The Administration proposed that its cuts in the work-study and supplemental-grant programs be partially offset by having colleges pay half of the cost of both programs. Colleges now pay for 30 per cent of the work-study program and 15 per cent of the supplemental grants. Under their budget plan, Administration officials predicted that 75,000 fewer students would receive work-study aid in 1992-93, but 64,000 would be added to the supplemental-grant program.

Robert E. Gibbons, president of Viterbo College, said he expected that colleges would try to find the additional funds for the programs if the President's proposal became law, but he was not optimistic that they could. He suggested that current freshmen who rely on Pell Grants and work-study could get a rude awakening in two years.

"Some of them won't be around for their junior or senior year because what we do won't be enough to keep them there," Mr. Gibbons said.

The student-aid proposals were consistent with the Bush Administration's larger theme of increasing federal support for the neediest Americans while keeping costs within the budget constraints that it and Congress agreed to last fall.

"Our overall objectives are to insure that low-income students have increased access to postsecondary education; to make certain federal grant assistance goes to the neediest students; to simplify program delivery; to reduce error and abuse; and to guarantee that institutions are accountable for the performance of their programs and students," Acting Education Secretary Ted Sanders said at a press conference last week.

"If we leave our next generation with the awesome debt they will inherit, I think we ought to give them the educational wherewithal to solve the problem."

Other department officials said that increasing grants for the neediest students would decrease the size of their loans and decrease default costs, which are paid by the government. Bad loans cost the government $2.4-billion in 1990.

Influx of Students Seen

Making more grant money available to the poorest students is expected to bring many into higher education who would not otherwise have attended a college or trade school, department officials said. Robert H. Davidson, director of the department's postsecondary-analysis division, said the department estimated that larger grants could "induce" 227,000 needy students into higher education. Such an influx of people would mean that 627,000 students would have to be dropped from the program to limit the number of recipients to 3 million.

Middle-income students who are dropped from the Pell Grant and work-study programs would still have access to student-loan programs and could borrow more than in the past, department officials said. The President's budget proposed that loan limits for the Stafford Student Loan program climb by $875—to $3,500 a year—for freshmen and sophomores and by $1,000—to $5,000 a year—for other undergraduates. Graduate students would still be limited to $7,500 a year under the program.

The Supplemental Loans for Students program would also have higher loan limits: an increase of $2,000 to $6,000 a year for non-freshmen and an increase of $6,000 to $10,000 a year for graduate students. Freshmen would still be limited to $4,000 under the program.

The Administration said in its budget documents that it was still considering a proposal to eliminate banks from the student-loan programs in favor of federal lending through colleges.

The President's budget proposal recommended that the government attempt to keep the increase in the maximum Pell Grant from bringing a windfall to trade schools, which enroll large numbers of the neediest students. The Administration proposed cutting aid to trade-school students by limiting the amount of tuition and fees that the federal government would pay for. The Administration suggested that the tuition limit be tied to "community-college costs."

Trade School Costs Criticized

Mr. Sanders said investigations by the department's Inspector General and other officials had caused the Administration to conclude that trade-school costs were too high. He said the department had no plan to limit the costs that the government would pay at four-year colleges and universities. "We do not recognize the same kind of problem necessarily in four-year institutions," he said.

Trade-school officials accused the Administration of taking "the wrong approach." Stephen J. Blair, president of the National Association of Trade and Technical Schools, said the government should be looking at "an educational program's outcome, not just the cost of getting in."

Education Department officials said the many proposed changes would eliminate 270,000 students from the aid system altogether in 1992-93. Mr. Davidson, the Education Department budget official, said the three changes most responsible for the decline in recipients were:

- A cutoff of aid to those attending institutions whose former students have high loan-default rates.
- The elimination of aid to students in the bottom 10 per cent of their college classes.
- The establishment of new criteria for determining whether students are financially independent of their parents.

Congress voted last fall to cut off loans to students at colleges and trade schools whose student-loan default rates are greater than 35 per cent in 1991 and 1992 and above 30 per cent in 1993 through 1995. The Administration's budget plan would make students at such institutions ineligible for all types of student aid and drop the cutoff rate to 25 per cent in 1994 and beyond.

The change in the definition of "independent" students would require that single students who have no dependents be at least 26 years old or earn $5,300 a year before they would be considered independent of their parents and qualify for larger aid awards. Many student-aid administrators have said that the present law—which says students must be at least 24 or have an annual income of $4,000—is routinely abused by wealthy families who claim that their dependent children are independent.

Increase for Trio Programs

The Bush Administration plan would also require states to be more vigilant in overseeing educational institutions (see related story on Page A27).

The President's plan calls for an increase of 14.9 per cent for the Trio programs, which serve disadvantaged high-school and college students. Part of the increase would enable the Student Support Services program to increase by 14,000 the number of college students for whom it provides tutoring and counseling. Upward Bound, Talent Search, and other programs that expose high-school students to college life would be combined into a new Precollege Outreach Program that would channel federal money through the state governments.

Advocates of the Trio programs said the President's proposal left them with mixed feelings. Arnold L. Mitchem, executive director of the National Council of Educational Opportunity Associations, said he was pleased with the 14-per-cent raise, but upset by the proposal to merge several of the programs. "In my view, you're destroying a network and an experience base that's been around for a while," he said.

In the area of graduate education, the President's budget would freeze spending for six fellowship programs and consolidate them into a single program. "Under this restructured program, the Secretary would have the discretion to set funding priorities each year in order best to address national needs," the Education Department said in its budget document.

Jerold Roschwalb, director of governmental relations at the National Association of State Universities and Land-Grant Colleges, said he objected to merging the fellowships—for science, engineering, teaching, the humanities, and library training—into "a strange goulash."

He added: "I don't think this thing stands a snowball's chance in hell because each of those programs has a specific purpose and a specific constituency." ■

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Bush Proposes That States Share Risks of Guaranteeing Student Loans

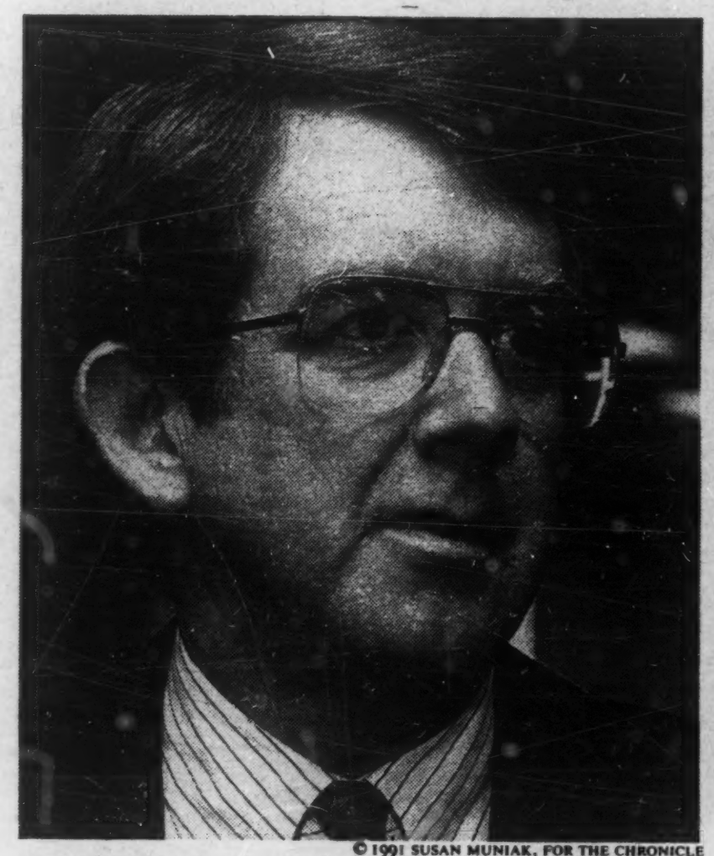
By MARY CRYSTAL CAGE

WASHINGTON

President Bush's budget proposes that states be required to share the financial risks of guaranteeing student loans. It also proposes that states be forced to increase their oversight of trade schools.

The proposals aim to cut student-loan defaults—and the federal government's costs—in two ways. First, states would be given a financial incentive to improve the management of loan-guarantee programs, which approve students' loan applications, help collect bad loans, and monitor banks' lending practices. Second, states would be forced to use their licensing authority to rein in trade schools, whose students default on loans in disproportionately high numbers.

The President's proposals came at a time when many state higher-education officials were pushing for larger roles in the regulation of both financial-aid programs and proprietary schools. The budget proposals, which would require states to deny licenses to schools that didn't meet minimum quality standards, would expand to all states the efforts that some are already making voluntarily.



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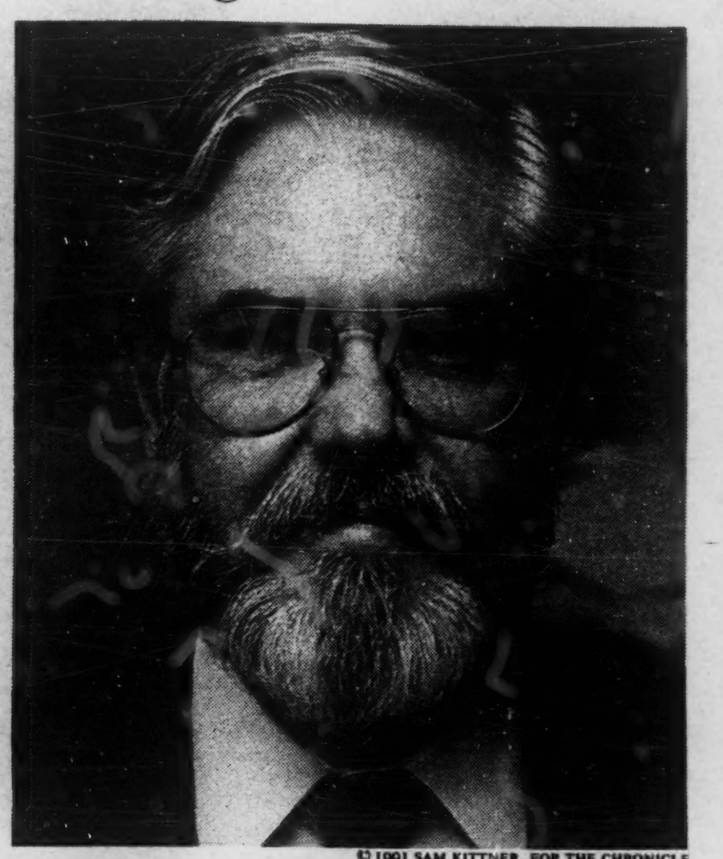
James R. Mingle, executive director of SHEEO: "The truth is the Triad was damn ineffective."



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Stephen J. Blair of the trade-school association: The current tripartite system should be revitalized.

Proposal Called Inappropriate

Many state officials said last week that it was inappropriate for the federal government to impose new financial burdens on the states. The President's proposal would require states to join with the federal government in backing the agencies. If an agency collapsed, its state would reimburse lenders for any portion of their defaulted loans that was not reimbursed by the federal government.

Under current regulations, the federal government pays in full for loans that go bad unless the agency that guaranteed them has an unacceptably high default rate. If 5 per cent or more of the loans scheduled for repayment that year are in default, the government pays back only 90 per cent of each loan; if the agency's default rate rises to 9 per cent or above, the government reimburses only 80 per cent.

An agency can lose millions of dollars quickly when the federal government cuts its reimbursement rate. Such losses led to the failure last year of the Higher Education Assistance Foundation, which had been one of the nation's largest guarantee agencies.

When HEAF collapsed, it was unclear who would be responsible for the reimbursements not paid by the federal government. The Education Department moved in with a $26-million plan for handling HEAF's loans, but said it was not legally required to do so.

The budget proposal would also require a state to pay a share of the cost of defaults if the average default rate of its trade schools and colleges exceeded 20 per cent. Education Department officials say six states exceeded the 20-per-cent rate in 1988-89, but they say they will not release a list of the states until more recent information can be reviewed.

"Risk sharing," the budget document says, "will encourage states to help improve program management, to impose necessary controls on licensure, and to improve or decertify schools that cannot provide quality education."

Guidelines in Budget Pact

The five-year federal budget agreement made last year set guidelines for excluding trade schools and colleges with high default rates from student-loan programs. According to the budget document, the guidelines barred "hundreds of schools that had been abusing the system" and are expected to yield $1.7-billion in savings over the next five years. The new proposals attempt to increase those savings by tightening controls on schools and penalizing states that fail to do so.

Some states will find risk sharing easier than others, however. Although all of the guarantee agencies serve as middle men between the lending institutions and federal government, the relationships between states and the guarantee agencies that operate in them vary widely.

Some agencies are arms of state governments and have boards appointed by governors. Others are independent, non-profit entities. Still others, such as United Student Aid Funds, are non-profit corporations that contract with several states to serve as guarantor.

In any case, a state's ability to control guaranteed student loans is limited by other factors as well. Said Larry E. Matejka, executive director of the Illinois Student Assistance Commission: "This is basically a federal program. All the rules are set down by the feds."

Kenneth H. Ashworth, the Texas Commissioner of Higher Education, said he was upset with the President's plan because the student-loan programs had been established with the understanding that states would not be financially liable.

"I don't understand how the federal government can turn around and now require states to assume that responsibility," he said. "It is totally unreasonable. The federal government, not the states, promised to guarantee loans."

The President's proposal would allow states to cover their additional guarantee-program cost by dipping into general funds or by charging fees to the colleges and trade schools they license. The President would also permit a state not to back the guarantee agency that serves it, but in that case the federal government would charge the state's colleges and trade schools what the budget proposal calls a "risk-based premium." The premium would be placed in a reserve account to defray default costs.

"Somebody's going to get taxed" to pay for the state's share of the cost. "If the cost can't be shifted to the taxpayers, it's going to be shifted to the students."

State Budgets Already Strained

Mr. Ashworth said none of the options was acceptable. "Somebody's going to get taxed" to pay for the state's share of the guarantee cost, he said. "If the cost can't be shifted to the state taxpayers, it's going to be shifted to the students."

In many states, higher-education officials say their budgets are already strained. Said James L. Flippin, executive director of the Mississippi Guarantee Student Loan Agency: "If the State of Mississippi was asked to come up with $40-million to back a student-loan program, the response would be 'No deal.' The universities and colleges need more money for faculty salaries, equipment, and deferred maintenance. They could go through $40-million in a blink of an eye."

The President's push for mandatory state-licensing standards parallels a movement already taking place in the states. One association, the State Higher Education Executive Officers, is sponsoring a year-long effort to develop such standards, and the move has support from key members of Congress. A recent SHEEO report recommended that states:

- Eliminate the practice of exempting accredited schools from state licensing requirements.
- Review the finances and curricula of all trade schools.
- Track completion and job-placement rates for trade schools.
- Use "ability-to-benefit" tests that bar some students from receiving federal aid unless they demonstrate that they are capable of completing the programs they plan to enroll in.
- Spend more on enforcing regulations that govern proprietary schools, recouping the cost by increasing the schools' licensing fees.

'Triad' for Trade Schools

Currently, responsibility for regulating proprietary schools is divided, with duties shared by state agencies, the U.S. Education Department, and accrediting groups affiliated with trade-school associations. The system, called "the Triad," has been sharply criticized. Said James R. Mingle, executive director of SHEEO: "The truth is, the Triad was damned ineffective. This was a three-legged stool with all three legs broken."

The President's proposals also echoed calls by many state and federal lawmakers, who have suggested that states be given more responsibilities when Congress begins reauthorizing the Higher Education Act this year.

However, Mr. Mingle said: "Strengthened state laws alone will not solve the problem. If the federal government wants the states to police its student-aid programs, it should be prepared to pay for that oversight."

The possibility that states may play a larger, if not dominant, role in regulating proprietary schools disturbs lobbyists such as Stephen J. Blair, president of the National Association of Trade and Technical Schools.

States Have Their Own Plans

Like other trade-school representatives, Mr. Blair said the current tripartite system should be revitalized. He said the government should rely more on the trade-school accrediting agencies, which he said were already emphasizing quality control by independently confirming the information schools provide.

"What accreditation agencies do now no more resembles what they did five years ago than the phone we have today resembles the phone Alexander Graham Bell invented," he said.

Regardless of whether Congress accepts the President's budget proposals, many state officials said they would move ahead with their own plans to increase regulation of trade schools. Jamie P. Merisotis, a Washington-based consultant who prepared the SHEEO study, said: "The state role must be strengthened, irrespective of changes at the federal level. Policies and procedures vary across state lines and within states, between various regulatory agencies. Despite efforts at coordination, licensing is still a highly fractured process."

Some trade-school operators and higher-education officials expressed concern about the impact of requiring that prospective students pass tests to become eligible for aid. Said Stephen B. Friedheim, president of Executive Secretarial School in Dallas: "If the traditional higher-education entry process is being offered as an example of how effective such a doorkeeper process is, how would you explain the embarrassingly low completion and graduation rates for traditional higher education?"

Others, however, said some testing was essential if states wanted to avoid additional embarrassing reports about students taking classes for which they are totally unprepared. Said David A. Longanecker, executive director of the Colorado Commission on Higher Education: "I believe in access, but I don't believe in access to failure." ■

Business & Philanthropy

Give & Take

The Johns Hopkins University has formed a venture-capital company to market research results.

The company, Triad Investors Corporation, has received $5.25-million from the Johns Hopkins Health System and three private investors.

Triad will identify Johns Hopkins research that has commercial potential, provide it with seed money, and help develop spin-off research companies. Johns Hopkins spent $648-million on research in fiscal 1989, the most of any university.

Jared L. Cohon, vice-provost for research at the university, said Triad had been under development for two years, with university officials securing funds for it only this year. The company is designed not to replace but to supplement the university's current efforts to move its research discoveries from the laboratory to the marketplace, he said.

Licensing and patenting of discoveries will still be handled by the university's licensing office.

The university formed Triad to bridge the gap between the marketplace and university-based research with commercial potential, Mr. Cohon said.

"The difference is that Triad's focus will be on very early-stage technologies," he said, describing the technologies as "raw" and requiring considerably more research and development before they are ready for the marketplace.

Set up as a separate corporation "at arm's length" from the university, Triad should allow commercialization to proceed with minimum involvement of faculty members and freedom from conflict-of-interest problems, Mr. Cohon added.

■

Want to buy a house? Drake University is practically giving 17 away—and will even pay you $3,000 each to move them off its campus.

Drake plans to build a $12-million multi-purpose facility on the land where the houses stand. The university is working with the City of Des Moines and the Drake Neighborhood Association to salvage the houses, which the university has rented to students and residents of the community.

Drake will auction the houses this month to buyers who can move them before April. "It is quite conceivable that a house could be sold for $1," said Alan K. Cubbage, a spokesman for Drake.

The university will even contribute $3,000 a house—about the cost of demolishing one—to help owners pay the moving costs. The total cost of relocating a house could be as high as $61,000—$58,000 with Drake's contribution.

As of last week, Drake had received some 400 inquiries from prospective buyers. Any houses not sold will be demolished so construction can begin on the new facility in April.

Colleges' Endowments Grew 9.6% in 1989-90, Compared With 13.9% in the Previous Year

Institutions said to trim the rates at which they spend their funds, to protect their purchasing power

By LIZ McMILLEN

WASHINGTON

The investment returns enjoyed by college and university endowments in the 1980's have sagged like much of today's economy.

In a report of its annual endowment study, the National Association of College and University Business Officers said that college funds, feeling the pinch of an economic downturn, grew by 9.6 per cent in 1989-90, down from 13.9 per cent the previous year.

The value of 367 college and university endowments on June 30, 1990, appears in a Fact File that begins on Page A32.

"Everyone wondered whether the 90's would be as favorable an economic climate for colleges as the 80's were," said Robin Jenkins, director of NACUBO's Financial Management Center. "It wasn't a horrible yield, but it wasn't what colleges saw in the 80's." College endowments grew an average of 13.4 per cent each year from 1981-90.

Noting that many private institutions were trying to limit tuition increases, Ms. Jenkins said colleges could be tempted to turn to their endowments to make up the income loss. While spending more of their endowments is an easy political solution on campuses, it could hurt their long-term financial stability, she said.

"Our concern was that institutions would try to solve their financial woes by substituting endowment income for tuition, rather than cutting costs," she added. "In 1990, most institutions seemed to resist doing that."

1990 Endowment Returns

All investment pools	**+9.6%**
By size:	
$25-million and under	+8.7%
$25-million to $100-million	+9.6%
$100-million to $400-million	+10.3%
$400-million or more	+11.3%
By type of institution:	
Public	+8.5%
Private	+10.1%
Comparative measurements:	
Standard & Poor's 500 Index	+16.5%
Lehman Brothers Government Corporate Bond Index	+7.1%
Lehman Brothers Government Bond Index	+6.9%
Consumer Price Index	+4.4%

Note: The figures represent total-return rates—including changes in market value plus dividends and interest—for the year ending June 30, 1990, based on data for investment pools at 367 colleges and universities.

SOURCE: NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY BUSINESS OFFICERS

The study found that colleges had actually trimmed their spending rates, from an average 4.8 per cent the previous year to 4.5 per cent in 1989-90. The smallest endowments, those totaling $25-million or less, tend to spend a greater portion of their endowments than the larger funds, while private institutions spend more than public ones.

The reduction in the portion of their endowments that colleges spend is a sign that they recognize that their funds will earn less in the 90's and that lower spending rates will be necessary to protect the endowments' purchasing power, Ms. Jenkins said.

Total Market Value: $60.1-Billion

NACUBO has studied endowments each year since 1974. The study now includes most four-year colleges and universities with endowments of at least $1-million, the association said. The study is conducted for NACUBO by Cambridge Associates, a financial-research and consulting company.

The total market value of the 367 participating college and university endowments in the year ending June 30, 1990, was $60.1-billion, compared with $54.6-billion for 330 institutions the previous year. The study measures total return, including changes in the market value of investments as well as interest and dividend income. The study covered the period from July 1, 1989, to June 30, 1990.

The 9.6-per-cent overall return was less than several stock benchmarks, including Standard & Poor's index of 500 common stocks, which rose 16.5 per cent in the period covered by the study.

Endowments reported returns ranging

Continued on Following Page

Cut Staffs but Not Across the Board, Strapped Colleges Are Advised

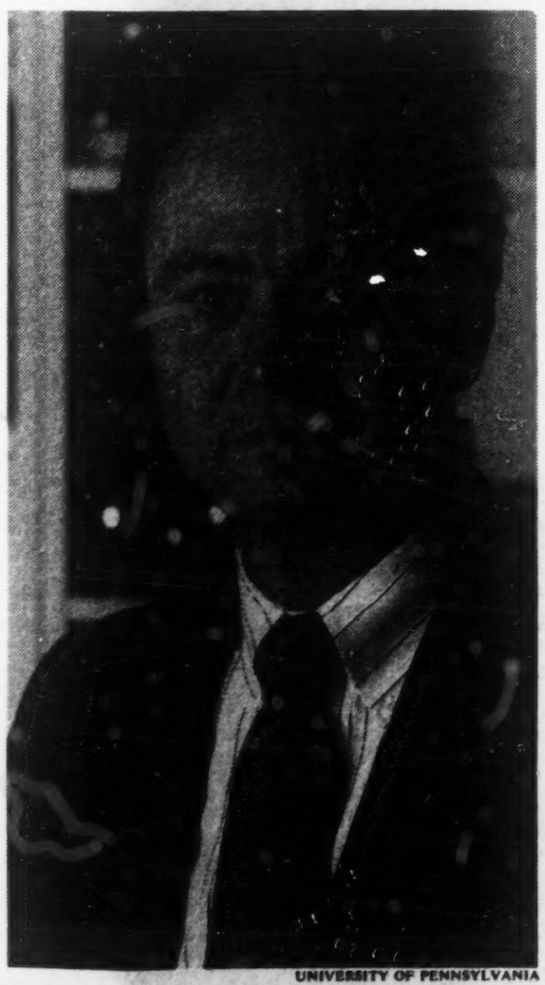
PHILADELPHIA

As a wave of cost cutting sweeps through higher education, colleges and universities must plan now for smaller staffs, avoid across-the-board cuts, and recognize that "administration is not the business of the business."

Those are some of the recommendations contained in a report released last week by the Pew Higher Education Research Program. "The Other Side of the Mountain," based on contributions from 23 academics, outlines several steps that colleges could take to improve their quality in the face of revenue constraints.

The report notes that the 1980's were a decade of unprecedented growth at colleges, with the greatest expansion occurring in administrations. The best-financed institutions, including members of the Association of American Universities and higher-priced liberal-arts colleges, grew the most, showing a rise in expenditures of more than 51 per cent between 1975 and 1986, the report says.

By contrast, it says, the 1990's will probably turn out to be a period of unprecedented austerity for higher education. "More than any time in the last half century, American colleges and universities are likely to be on their own—left to their own best instincts and to draw upon their own talents and resources as they go about the business of adjusting their appetite to the provisions at hand," the report says.



UNIVERSITY OF PENNSYLVANIA

Robert Zemsky of the Institute for Research on Higher Education: "We sort of grew everything, when we should have applied the money more purposefully."

Colleges and universities felt poor in the 1980's, when they really weren't, said Robert Zemsky in an interview. Mr. Zemsky is senior editor of *Policy Perspectives* and director of the Institute for Research on Higher Education at the University of Pennsylvania, which published the report. "We sort of grew everything, when we should have applied the money more purposefully," he said.

'We Ought to Do It Better'

Still, colleges should not be singled out for criticism, Mr. Zemsky said. "Higher education was less bloated and less wasteful than any form of American enterprise in the 80's. Every American enterprise is going through this kind of evaluation. We ought to do it better."

The Pew report, which was supported by grants from the Pew Charitable Trusts, was released as the belt tightening spread to several more universities. Yale University's President Benno C. Schmidt asked each department to reduce its budget for next year by 5 to 10 per cent, with the biggest cuts expected to come from administrative departments. "We cannot hope to

Continued on Page A34

Feeling 90's Pinch, College Funds Grew Just 9.6% in '89-90

Continued From Preceding Page

from a high of 31.5 per cent to a loss of 10.3 per cent. The biggest range in returns occurred in colleges with endowments totaling $25-million to $100-million. The high for colleges in that group was 29.2 per cent, while the low was a loss of 10.3 per cent.

Harvard Still the Largest

The very smallest endowments—those totaling $25-million or less—meanwhile, had the smallest range of returns, from a high of 21.1 per cent to a low of 1.4 per cent. The report did not disclose the identities of colleges in its performance data.

The largest endowment continues to be Harvard University's $4.6-billion fund, up from $4.4-billion the previous year. The University of Texas ranked second overall—and first among public institutions—with a total of $3.7-billion, up from $3-billion. Eleven of the top 15 endowments were above the $1-billion mark.

Endowment wealth continued to be highly concentrated. Twenty-eight institutions with assets of $400-million or more control 55.1 per cent of the total.

Ranked by endowment per full-time-equivalent student, the Academy of the New Church led all institutions with $444,649 for each of the 319 people it enrolled. Among public universities, the Oregon Health Sciences University Foundation was the leader, with $36,905 for each of the 1,289 people enrolled.

Few changes occurred in the allocation of endowment assets to various investments. The average endowment had 48.1 per cent in domestic common stock, 33.1 per cent in bonds, 10.9 per cent in cash or cash equivalents, and the remainder in other investments.

Foreign-Security Investment

The biggest trend in endowment investments was the number of colleges putting money in foreign securities, the report said. The study found that 127 colleges and universities had invested in foreign stocks, up from 98 the previous year.

"While colleges were generally cautious, they are looking to foreign stocks, especially if the U.S. economy stays flat," Ms. Jenkins said.

Investments in real estate remained at the same level as in 1989 (nearly half of the participants said they owned real estate), reflecting the unwillingness of institutions to commit additional funds to such a distressed sector of the economy, the report said.

A summary of the report of the study appears in the February issue of *Business Officer*, NACUBO's monthly magazine.

Copies of the complete report are available for $50 each for members of the association and $75 for others from NACUBO Publications, P.O. Box 96164, Washington 20090-6164. Copies of an executive survey are available for $20 for members and $30 for others. ■

FACT FILE: Value of 367 Endowments on June 30, 1990

1990 rank	Institution	Market value June 30, 1989	Market value June 30, 1990
1.	Harvard University	$4,478,976,000	$4,653,229,000
2.	University of Texas System	3,021,474,000	3,731,826,000
3.	Yale University	2,336,495,000	2,570,892,000
4.	Princeton University	2,483,829,000	2,527,140,000
5.	Stanford University [1]	1,775,000,000	2,053,128,000
6.	Columbia University	1,460,356,000	1,494,938,000
7.	Massachusetts Institute of Technology	1,256,165,000	1,404,588,000
8.	Washington University	1,294,209,000	1,365,854,000
9.	Emory University	923,612,000	1,153,875,000
10.	University of Chicago	973,697,000	1,074,505,000
11.	Rice University	970,817,000	1,068,633,000
12.	Northwestern University	893,680,000	983,556,000
13.	Cornell University	823,000,000	926,900,000
14.	University of Pennsylvania	761,408,000	808,409,000
15.	University of Notre Dame	542,501,000	605,630,000
16.	Vanderbilt University	556,567,000	603,708,000
17.	Dartmouth College	632,027,000	593,952,000
18.	University of Rochester	538,078,000	589,007,000
19.	Johns Hopkins University	527,209,000	560,478,000
20.	Rockefeller University	522,663,000	544,274,000
21.	New York University	540,315,000	542,672,000
22.	California Institute of Technology	477,879,000	523,729,000
23.	University of Southern California	459,828,000	495,595,000
24.	University of Virginia	446,476,000	487,007,000
25.	Duke University	426,183,000	472,923,000
26.	University of Michigan	422,809,000	448,209,000
27.	Brown University	398,100,000	425,750,000
28.	Case Western Reserve University	381,075,000	421,820,000
29.	Wellesley College	341,746,000	374,127,000
30.	University of Delaware	329,280,000	360,278,000
31.	Southern Methodist University	334,643,000	355,322,000
32.	Smith College	325,759,000	341,927,000
33.	Swarthmore College	304,911,000	336,014,000
34.	Ohio State University	287,298,000	321,880,000
35.	Macalester College [2]	not reported	320,127,000
36.	Wake Forest University	284,670,000	318,511,000
37.	Williams College	290,637,000	314,679,000
38.	University of Cincinnati	273,133,000	314,461,000
39.	University of Tulsa [2]	272,720,000	309,769,000
40.	Loyola University of Chicago	246,236,000	309,459,000
41.	Carnegie Mellon University	291,271,000	299,168,000
42.	George Washington University	265,772,000	296,677,000
43.	Pomona College	271,053,000	295,982,000
44.	Texas Christian College [2]	not reported	290,816,000
45.	Grinnell College	294,328,000	286,770,000
46.	Trinity University [2]	266,670,000	285,933,000
47.	University of Richmond	265,310,000	280,567,000
48.	University of Pittsburgh	259,144,000	279,641,000
49.	Boston College [2]	250,005,000	276,314,000
50.	University of Minnesota	247,438,000	275,255,000
51.	Berea College	252,052,000	271,114,000
52.	Wesleyan University	275,138,000	270,948,000
53.	Amherst College	266,506,000	269,441,000
54.	Baylor University [2]	235,316,000	250,377,000
55.	Lehigh University	225,628,000	244,043,000
56.	Georgetown University	240,674,000	242,255,000
57.	Vassar College	226,953,000	240,670,000
58.	Rensselaer Polytechnic Institute	209,406,000	240,078,000
59.	Tulane University	221,424,000	233,417,000
60.	Oberlin College	220,870,000	229,515,000
61.	Middlebury College	216,920,000	227,488,000
62.	Kansas University Endowment Association	203,595,000	226,008,000
63.	University of Florida Foundation	198,207,000	218,559,000
64.	Lafayette College	187,117,000	206,081,000
65.	Georgia Institute of Technology	158,174,000	200,446,000
66.	Thomas Jefferson University	185,229,000	196,033,000
67.	Saint Louis University	160,779,000	188,134,000
68.	Pennsylvania State University	166,850,000	180,457,000
69.	Boston University	150,547,000	180,272,000
70.	Mount Holyoke College	163,664,000	180,000,000
71.	University of Nebraska	155,284,000	178,213,000
72.	Carleton College	157,632,000	175,793,000
73.	University of Minnesota Foundation	142,453,000	173,899,000
74.	University of Miami [2]	$142,363,000	$170,978,000
75.	Purdue University	133,431,000	170,760,000
76.	University of Washington	147,978,000	170,071,000
77.	University of North Carolina at Chapel Hill	151,562,000	169,082,000
78.	Rochester Institute of Technology	155,630,000	165,807,000
79.	Washington State University	144,697,000	165,386,000
80.	Syracuse University	144,015,000	165,042,000
81.	Principia College	not reported	160,922,000
82.	Northeastern University	not reported	157,237,000
83.	Tufts University	130,666,000	155,615,000
84.	University of Alabama System [1]	135,000,000	155,000,000
85.	Bryn Mawr College	133,917,000	154,602,000
86.	Rush University	135,353,000	154,410,000
87.	Brandeis University	144,618,000	153,137,000
88.	Bowdoin College	144,156,000	151,744,000
89.	State University of New York at Buffalo	152,097,000	149,632,000
90.	Occidental College	145,211,000	147,278,000
91.	University of Missouri	131,968,000	146,545,000
92.	University of Illinois Foundation	117,478,000	143,348,000
93.	Agnes Scott College	114,823,000	142,747,000
94.	Academy of the New Church	140,016,000	141,843,000
95.	Colorado College	123,047,000	137,694,000
96.	Trinity College (Conn.)	113,160,000	137,348,000
97.	Colgate University	123,309,000	137,153,000
98.	Earlham College	122,247,000	132,790,000
99.	Wabash College	not reported	129,621,000
100.	University of Wisconsin Foundation	112,126,000	127,271,000
101.	Southwestern University	114,554,000	126,673,000
102.	University of Oklahoma and Foundation	not reported	122,741,000
103.	Virginia Tech Foundation	105,800,000	117,400,000
104.	Hamilton College	113,945,000	114,519,000
105.	Rutgers University	112,097,000	114,002,000
106.	Cranbrook Educational Community	104,863,000	111,213,000
107.	Santa Clara University	96,781,000	110,562,000
108.	Washington and Lee University	101,169,000	109,484,000
109.	University of Tennessee System	90,991,000	107,145,000
110.	Loyola Marymount University	96,558,000	106,353,000
111.	Cooper Union	100,375,000	106,053,000
112.	Claremont McKenna College	92,666,000	103,078,000
113.	University of Wisconsin System	97,849,000	101,373,000
114.	Radcliffe College	91,574,000	99,986,000
115.	Whitman College	95,455,000	99,935,000
116.	Worcester Polytechnic Institute	97,298,000	98,236,000
117.	Bucknell University	87,335,000	98,193,000
118.	Union College (N.Y.)	95,238,000	97,684,000
119.	Mercer University	93,041,000	97,486,000
120.	University of the South	92,328,000	97,085,000
121.	University of Louisville Foundation	81,173,000	95,021,000
122.	College of Saint Thomas	83,573,000	94,179,000
123.	University of Georgia and Foundation	not reported	93,128,000
124.	De Pauw University	77,561,000	92,422,000
125.	Reed College	74,528,000	89,662,000
126.	College of William and Mary	73,653,000	87,591,000
127.	Wheaton College (Ill.)	not reported	86,906,000
128.	University of Houston System	not reported	86,589,000
129.	University of California at Los Angeles Foundation	68,493,000	85,403,000
130.	Franklin and Marshall College	78,703,000	85,356,000
131.	Davidson College	79,496,000	85,092,000
132.	Haverford College	78,119,000	83,876,000
133.	Marquette University	71,972,000	83,085,000
134.	College of the Holy Cross	79,031,000	81,055,000
135.	University of Iowa Foundation	68,078,000	80,741,000
136.	Rhodes College	76,175,000	80,156,000
137.	Drew University	not reported	80,064,000
138.	St. Lawrence University	80,049,000	80,058,000
139.	Furman University [2]	73,160,000	79,748,000
140.	Hampton University	75,359,000	78,221,000
141.	Colby College	74,035,000	77,682,000
142.	University of Kentucky	70,455,000	76,046,000
143.	Denison University	69,184,000	75,071,000
144.	Austin College	68,464,000	74,940,000
145.	University of Vermont	71,689,000	74,924,000
146.	College of Wooster	69,210,000	74,707,000

[1] As of September 30
[2] As of May 31
[3] As of August 31
[4] As of July 31
[5] As of April 30
[6] As of December 31

1990 rank	Institution	Market value June 30, 1989	Market value June 30, 1990
147.	Willamette University [2]	$72,176,000	$74,498,000
148.	Kansas State University Foundation	62,608,000	71,226,000
149.	Mills College	68,275,000	71,220,000
150.	Berry College	60,459,000	70,200,000
151.	Fordham University	61,653,000	69,798,000
152.	University of Colorado Foundation	57,356,000	68,475,000
153.	Lawrence University	69,590,000	68,024,000
154.	Harvey Mudd College	63,143,000	67,530,000
155.	Indiana University	60,595,000	66,318,000
156.	Ohio University	62,463,000	65,523,000
157.	West Virginia University	not reported	64,351,000
158.	University of Nevada System	56,056,000	62,546,000
159.	Bates College	not reported	62,504,000
160.	Simmons College	62,535,000	62,447,000
161.	Ithaca College	56,743,000	62,030,000
162.	Michigan State University	51,012,000	61,733,000
163.	Scripps College	56,869,000	61,253,000
164.	Temple University	54,501,000	60,717,000
165.	University of Dayton	51,224,000	60,691,000
166.	Virginia Commonwealth University	53,770,000	60,219,000
167.	Goucher College	57,490,000	59,760,000
168.	Rhode Island School of Design	53,045,000	58,892,000
169.	University of South Carolina	47,373,000	57,321,000
170.	University of Arizona	55,300,000	55,790,000
171.	University of Hawaii	49,941,000	55,216,000
172.	University of Maryland System	52,471,000	54,556,000
173.	Bentley College	49,791,000	52,964,000
174.	Albion College	49,894,000	52,853,000
175.	Samford University [2]	not reported	52,307,000
176.	Teachers College, Columbia University [3]	54,786,000	52,239,000
177.	Claremont University Center	50,603,000	52,211,000
178.	Hendrix College [4]	49,950,000	51,983,000
179.	University of Puget Sound	44,724,000	51,581,000
180.	Spelman College	46,940,000	51,478,000
181.	Oregon State System of Higher Education	47,139,000	51,221,000
182.	Philadelphia College of Pharmacy and Science	48,284,000	51,220,000
183.	Allegheny College	47,785,000	51,101,000
184.	Clemson University and Foundation	42,892,000	50,725,000
185.	Centre College of Kentucky	45,076,000	50,690,000
186.	Sweet Briar College	47,300,000	50,045,000
187.	Auburn University [1]	52,354,000	49,519,000
188.	Creighton University	42,271,000	48,206,000
189.	Randolph-Macon Woman's College	43,851,000	47,944,000
190.	University of Medicine and Dentistry of New Jersey	not reported	47,909,000
191.	University of Illinois	43,385,000	47,835,000
192.	University of Denver	46,456,000	47,631,000
193.	Oregon Health Sciences University Foundation	44,080,000	47,570,000
194.	Transylvania University	40,357,000	47,464,000
195.	Dickinson College	44,365,000	46,492,000
196.	North Carolina State University	42,752,000	46,187,000
197.	Hartwick College	42,933,000	45,457,000
198.	Clark University [2]	41,119,000	44,930,000
199.	University of South Florida Foundation	not reported	44,497,000
200.	Barnard College	43,969,000	44,413,000
201.	University of Mississippi	37,707,000	44,059,000
202.	Wayne State University	39,510,000	44,011,000
203.	Alma College	41,722,000	43,933,000
204.	Morehouse College	not reported	43,854,000
205.	University of Tennessee at Chattanooga	38,032,000	43,159,000
206.	Baldwin-Wallace College	39,995,000	42,671,000
207.	Gettysburg College [2]	35,679,000	41,865,000
208.	Buena Vista College	35,472,000	41,800,000
209.	Kalamazoo College	38,765,000	41,637,000
210.	Wittenberg University	40,005,000	40,418,000
211.	Ohio Wesleyan University	not reported	40,413,000
212.	Ursinus College	not reported	40,236,000
213.	Hollins College	38,053,000	40,067,000
214.	Rider College	33,394,000	39,780,000
215.	Seattle University	31,772,000	39,748,000
216.	Connecticut College	35,581,000	39,243,000
217.	Clarkson University	34,953,000	39,152,000
218.	Iowa State University Foundation	not reported	38,959,000
219.	St. Olaf College [2]	32,792,000	38,643,000
220.	Oregon State University Foundation	29,377,000	38,635,000
221.	De Paul University	34,235,000	38,294,000
222.	University of Akron	$33,980,000	$38,083,000
223.	Texas Tech University [3]	29,054,000	37,256,000
224.	University of San Francisco [2]	31,682,000	37,054,000
225.	Washburn Endowment Association	33,874,000	36,851,000
226.	Lewis and Clark College	not reported	35,772,000
227.	Stonehill College	not reported	35,590,000
228.	Skidmore College	31,243,000	35,424,000
229.	Norwich University	28,101,000	35,166,000
230.	St. John's University (Minn.)	not reported	34,790,000
231.	Hampden-Sydney College	30,339,000	34,567,000
232.	Beloit College [2]	31,084,000	34,043,000
233.	California State University	not reported	33,857,000
234.	Bryant College	30,657,000	33,797,000
235.	New York Medical College	25,064,000	32,853,000
236.	Lake Forest College [2]	29,355,000	32,779,000
237.	Mount Union College	not reported	32,491,000
238.	Oklahoma State University Foundation	25,448,000	32,111,000
239.	Hood College	not reported	32,050,000
240.	University of Alaska	28,500,000	31,855,000
241.	University of Toledo	not reported	31,335,000
242.	Illinois College	27,423,000	30,829,000
243.	Drake University [2]	20,800,000	30,759,000
244.	Florida State University Foundation	not reported	30,725,000
245.	Bethany College (W.Va.)	24,134,000	30,193,000
246.	Bowling Green State University	25,665,000	29,724,000
247.	Muhlenberg College	28,777,000	28,941,000
248.	Babson College	24,929,000	28,758,000
249.	Knox College	28,019,000	28,732,000
250.	Saint Mary's College (Ind.)	25,854,000	28,716,000
251.	Regis College (Mass.)	25,173,000	28,712,000
252.	University of Maine System	26,300,000	28,600,000
253.	Hope College	23,766,000	28,192,000
254.	University of Oregon Foundation	24,386,000	28,075,000
255.	Wentworth Institute of Technology	38,446,000	27,953,000
256.	Wells College	27,050,000	27,377,000
257.	Miami University	25,464,000	26,805,000
258.	New School for Social Research	22,628,000	26,767,000
259.	University of Scranton [2]	21,709,000	26,425,000
260.	John Carroll University [2]	21,950,000	26,329,000
261.	University of Hartford	24,123,000	26,056,000
262.	Stetson University [2]	not reported	25,849,000
263.	Medical College of Wisconsin	26,255,000	25,554,000
264.	Juniata College	23,441,000	25,438,000
265.	Susquehanna University	not reported	25,434,000
266.	Roanoke College	25,164,000	25,339,000
267.	Lynchburg College	23,794,000	25,306,000
268.	Suffolk University	not reported	24,734,000
269.	California Institute of the Arts	24,300,000	24,478,000
270.	Rollins College [2]	not reported	24,372,000
271.	University of North Carolina at Greensboro	20,447,000	24,144,000
272.	Rockhurst College	not reported	23,838,000
273.	Chapman College [2]	not reported	23,715,000
274.	Randolph-Macon College	21,642,000	23,567,000
275.	Marietta College	22,258,000	23,203,000
276.	High Point College [2]	not reported	23,031,000
277.	Guilford College [2]	20,553,000	22,658,000
278.	St. John's College (Md.)	22,470,000	22,617,000
279.	Ohio Northern University	21,556,000	22,593,000
280.	Dillard University	21,608,000	22,572,000
281.	Mississippi State University	25,949,000	22,570,000
282.	University of Indianapolis	not reported	22,482,000
283.	Canisius College	20,916,000	22,211,000
284.	Alfred University	21,061,000	22,208,000
285.	Doane College	not reported	22,004,000
286.	Fairfield University	20,447,000	21,403,000
287.	Pitzer College	14,222,000	21,282,000
288.	University of Redlands	21,355,000	20,777,000
289.	Xavier University (Ohio)	19,072,000	20,730,000
290.	University of Dallas [2]	not reported	20,671,000
291.	Cornell College	22,691,000	20,451,000
292.	American University [5]	19,127,000	19,811,000
293.	Saint Norbert College	18,698,000	19,258,000
294.	Old Dominion University	18,276,000	19,189,000
295.	University of Arkansas	not reported	19,170,000
296.	Ripon College	17,282,000	19,068,000

Continued on Following Page

Lilly Gives RAND $10-Million Grant for New Institute

By JULIE L. NICKLIN

The Lilly Endowment has awarded $10-million to the research organization RAND to establish an "Institute on Education and Training."

The grant, which will be distributed over five years, will allow the institute to examine ways in which people learn. Its research will focus on formal education from preschool through college, as well as on employee-training programs provided by businesses and the military. According to RAND, studies will also focus on what it calls "extra-school learning" within families and through the media. Findings will be reported through publications and workshops.

RAND, based in Santa Monica, Cal., is a private, non-profit organization that analyzes problems affecting the nation's security and domestic welfare. It also operates the RAND Graduate School, which, as a result of the Lilly grant, will begin offering a doctoral degree in education policy.

The Lilly Endowment was established in 1937 by three members of the Lilly family—J. K. Lilly, Sr., and his sons J. K., Jr., and Eli—through the gift of stock in Eli Lilly and Company, the pharmaceutical business.

Markey Fund Gives $9.5-Million to 3 Institutions

The Lucille P. Markey Charitable Trust has awarded grants totaling $9.5-million to support basic medical research at three institutions.

The largest grants, of $4-million each, will go to the University of Rochester School of Medicine and Dentistry and to the Fox Chase Cancer Center in Philadelphia. The Birmingham campus of the University of Alabama will receive $1.5-million.

For Brain and Neural Studies

Rochester's Neurobiology Institute will use the money to support brain and neural research. Fox Chase's grant will support research projects that study genetic influences on the development of cancerous cells and on the normal physiology of the affected genes. Alabama's Neurobiology Research Center will use its grant to support two new faculty positions and to purchase equipment to advance the center's study of brain development, learning, perception, and movement.

The Markey Trust was established by the will of Ms. Markey, owner of Calumet Farm, a thoroughbred-breeding and racing stable in Lexington, Ky. Her will directed that the entire trust be distributed by 1997—15 years after her death—to non-profit organizations that sponsor medical research. Since the first grant in 1983, the trust has awarded more than $290-million.

—JULIE L. NICKLIN

FACT FILE: Value of 367 Endowments, Continued

1990 rank	Institution	Market value June 30, 1989	Market value June 30, 1990
297.	Salem College	$17,387,000	$18,941,000
298.	Washington College	18,352,000	18,724,000
299.	Moravian College	18,001,000	18,431,000
300.	Mary Baldwin College	16,079,000	18,365,000
301.	La Salle University	not reported	18,138,000
302.	Monmouth College (Ill.)	16,887,000	17,451,000
303.	Hiram College	21,791,000	16,831,000
304.	San Diego State University Foundation	14,948,000	16,714,000
305.	Otterbein College	not reported	16,662,000
306.	John Brown University	not reported	16,630,000
307.	Morningside College [2]	15,368,000	16,596,000
308.	Nazareth College of Rochester	15,682,000	16,275,000
309.	Southern California College of Optometry	not reported	16,016,000
310.	Marywood College	14,181,000	15,768,000
311.	Western Michigan University	13,444,000	15,543,000
312.	Elizabethtown College	14,508,000	15,467,000
313.	Ouachita Baptist University [2]	14,328,000	15,184,000
314.	Albright College [2]	14,585,000	15,131,000
315.	Southwest Texas State University [3]	14,856,000	15,125,000
316.	Sarah Lawrence College [2]	12,818,000	14,976,000
317.	Memphis State University	12,429,000	14,791,000
318.	Saint Bonaventure University [2]	not reported	14,660,000
319.	Utah State University	13,995,000	14,607,000
320.	Arizona State University	13,693,000	14,439,000
321.	Emporia State University [6]	13,431,000	14,254,000
322.	Georgetown College	not reported	14,031,000
323.	Madonna College	11,828,000	14,002,000
324.	Iowa State University	not reported	13,997,000
325.	King's College (Pa.)	12,702,000	13,624,000
326.	Western Maryland College	13,290,000	13,502,000
327.	State University of New York Health Science Center at Brooklyn College of Medicine	12,687,000	13,330,000
328.	Carroll College (Wis.)	not reported	13,224,000
329.	Western New England College	11,985,000	13,074,000
330.	Le Moyne College [2]	not reported	12,834,000
331.	University of Evansville [2]	11,767,000	12,577,000
332.	Christian Brothers University [2]	not reported	12,532,000
333.	East Tennessee State University and Foundation	8,786,000	12,154,000
334.	Ball State University Foundation	9,521,000	11,920,000
335.	McPherson College	not reported	11,524,000
336.	University of Rhode Island	11,712,000	11,512,000
337.	Warren Wilson College	not reported	9,998,000
338.	Monmouth College (N.J.)	9,274,000	9,941,000
339.	Stephens College [2]	9,659,000	9,369,000
340.	Pittsburg State University	6,233,000	9,009,000
341.	Sage Colleges	8,060,000	8,940,000
342.	St. John Fisher College [2]	8,009,000	8,124,000
343.	Merrimack College	not reported	7,788,000
344.	Harrisburg Area Community College	not reported	7,768,000
345.	Bellarmine College [2]	7,199,000	7,650,000
346.	Widener University	6,409,000	7,622,000
347.	Philadelphia College of Textiles and Science	not reported	7,439,000
348.	Grand Valley State University	6,086,000	7,141,000
349.	State University of New York Health Science Center at Syracuse	6,918,000	6,956,000
350.	Seattle Pacific University	not reported	6,953,000
351.	State University of New York Stony Brook Foundation	5,765,000	6,531,000
352.	Rosemont College	6,092,000	6,399,000
353.	Long Island University [2]	not reported	6,370,000
354.	Mount Mercy College	6,023,000	6,340,000
355.	Eastern Illinois University	not reported	6,048,000
356.	Ferris State University	not reported	5,820,000
357.	University of Guam [1]	not reported	5,597,000
358.	Southwest Missouri State University Foundation	3,828,000	4,290,000
359.	Kentucky Wesleyan College	3,394,000	4,010,000
360.	Salisbury State University	not reported	3,815,000
361.	Walla Walla College	not reported	3,383,000
362.	Alvernо College	not reported	3,136,000
363.	State University of New York Potsdam College Foundation	2,717,000	3,091,000
364.	Oakland University	2,687,000	3,072,000
365.	State University of New York Plattsburgh College Foundation [6]	2,187,000	2,863,000
366.	State University of New York, all campuses except those listed separately	2,202,000	2,328,000
367.	Indiana University of Pennsylvania	1,869,000	2,009,000

Note: Table includes 367 institutions participating in the comparative-performance study by the National Association of College and University Business Officers.

[1] As of September 30
[2] As of May 31
[3] As of August 31
[4] As of July 31
[5] As of April 30
[6] As of December 31

Colleges Are Advised to Trim Staffs and Avoid Across-the-Board Cuts

Continued From Page A31

continue all of the programs and services we now offer without inevitably weakening many of them," the president said in a letter to faculty members.

Over the past several years, Mr. Schmidt said, the university's expenses have grown at a higher rate than the income from tuition, endowment spending, grants and contracts, and gifts. The imbalance between revenues and expenditures, as well as the need to refurbish a deteriorating physical plant, would force the university to make painful choices, he said. A university committee has said that Yale must spend at least $57-million a year for the next decade simply to prevent further decline in its buildings.

Martha K. Matzke, Yale's director of public affairs, said faculty salaries would not be affected by the cuts, nor would the institution's policy of need-blind admissions. Ms. Matzke said the cutbacks were "just the beginning of a period of contraction" that might include eliminating some faculty positions, initially through attrition and normal departures. "In a way, the starting gun has gone off at Yale," she said.

Hiring Freeze at Brown U.

Brown University, meanwhile, imposed a hiring freeze, among other measures, to avert a $2.7-million deficit. Department heads have been asked to control travel expenses and other "non-essential" spending and to refrain from hiring outside consultants. Brown's President Vartan Gregorian has devoted his entire $1.3-million contingency fund to help erase the deficit.

Mark Nickel, a university spokesman, said Brown's deficit is mostly due to a slump in revenues, including shortfalls in graduate tuition, the annual fund, and investment income. University administrators are now looking at ways to create a stronger link between planning and budgeting.

The latest Pew report, one of several released by the group in the last year and a half to address college financial issues, says higher education will face yet another dilemma as it went about restructuring. "Last hired cannot mean first fired," it says.

Colleges have substantially increased the number of women and minority-group members on their staffs, the report notes. In many cases, it says, such people have been integrated into the work force. In others, diversity has been achieved by increasing the size of administrative staffs, often concentrating new employees in personnel and student services, the report says.

Case Studies of 5 Institutions

"Institutions that have purchased only the appearance of diversity by the creation of jobs not central to the educational mission will find themselves trying to strike an impossible balance between maintaining diversity and reducing employment levels," the report says. "The standard to which all institutions must be held is simply stated: Cost containment cannot come at the expense of institutional diversity."

Based on case studies of five institutions, the panel recommends that in cutting costs, colleges should:

"The standard to which all institutions must be held is simply stated: Cost containment cannot come at the expense of institutional diversity."

- Involve faculty members. The expansion of administrative staffs is partly due to the spreading of responsibilities once considered part of the faculty role. Faculty members must be willing to reconsider their workload, their tenure requirements, and their commitment to their institution, rather than to a single discipline.
- Coordinate top-down leadership with bottom-up management. The responsibility of presidents and other top administrators is to provide managers with a set of "expected outcomes." The managers' responsibility is to deliver those outcomes, using whatever resources and strategies are effective and appropriate.
- Simplify the organization. Along with the growth in administrations has been an increase in the number of separately organized functions, each with its own department, often comprising fewer than four members. Even if large universities continue to have large and complex administrations, small colleges simply cannot, the report says. With less money to spend and more demands on their financial-aid budgets, it says, small colleges will have to make the same proportional cuts as their larger, often better financed, competitors.

The report appears in the February issue of *Policy Perspectives*. Copies are available from the Institute for Research on Higher Education, 4200 Pine Street, Fifth Floor, Philadelphia 19104-4090.

—LIZ McMILLEN

Private Grants and Gifts

ANDERSEN FOUNDATION
c/o Andersen Corporation
Bayport, Minn. 55003
Unrestricted. $200,000 to Gardner-Webb College.

KATHLEEN PRICE AND JOSEPH M. BRYAN FAMILY FOUNDATION
One North Pointe, Suite 170
3101 North Elm Street
Greensboro, N.C. 27408
Student aid. For scholarships: $50,000 to Winston-Salem State U.

EXXON EDUCATION FOUNDATION
P.O. Box 101
Florham Park, N.J. 07932
General education. For a national institute on general education: $175,000 to Association of American Colleges and U. of North Carolina at Asheville.

GEBBIE FOUNDATION
Hotel Jamestown Building
Jamestown, N.Y. 14701
Facilities. For a new dormitory: $1.2-million to Wheaton College (Mass.).

GE FOUNDATION
3135 Easton Turnpike
Fairfield, Conn. 06431
Engineering. For design-oriented courses in manufacturing: $120,000 each over three years to Lehigh U. and U. of Illinois at Urbana-Champaign.

GENERAL MILLS FOUNDATION
P.O. Box 1113, Minneapolis 55440
Black colleges. For support of programs: $70,000 to United Negro College Fund.
Support. For programs at the new Minneapolis campus: $100,000 over two years to U. of St. Thomas.

DAISY MARQUIS JONES FOUNDATION
620 Granite Building
130 East Main Street
Rochester, N.Y. 14604-1620
Facilities. For renovation projects: $250,000 to Keuka College.

LILLY ENDOWMENT
2801 North Meridian Street
P.O. Box 88068
Indianapolis 46208
Education. To establish an Institute on Education and Training: $10-million over three years to Rand.

JOHN D. AND CATHERINE T. MacARTHUR FOUNDATION
140 South Dearborn Street
Chicago 60603
Planning. For comprehensive planning: $300,000 to Institute of American Indian Arts.

MEYER MEMORIAL TRUST
1515 S.W. Fifth Avenue
Portland, Ore. 97201
Science education. For high-tech optometry instruments: $738,000 to Pacific U.

MORIAH FUND
445 North Pennsylvania Street
Indianapolis 46204
Student aid. For scholarships for minority-group students: $500,000 to Butler U.

CHARLES STEWART MOTT FOUNDATION
1200 Mott Foundation Building
Flint, Mich. 48502-1851
Black colleges. For a project to provide management-development services to historically black colleges and universities: $100,000 to Council of Independent Colleges.
—For the endowment: $500,000 challenge grant to Bethune-Cookman College.

NORTHWEST AREA FOUNDATION
W-975 First National Bank Building
332 Minnesota Street
St. Paul 55101-1373
Hazardous waste. For a program to manage infectious and hazardous waste in a five-county area of rural Iowa: $109,200 to U. of Northern Iowa.
Health care. To examine rural health-care services in the region covered by the foundation: $292,556 to U. of Minnesota.
Manufacturing. To provide technical assistance to regional manufacturing networks: $117,885 to U. of Washington.

F. W. OLIN FOUNDATION
780 Third Avenue
New York 10017
Research. For collaborative student-faculty research projects: $100,000 to St. Norbert College.
Support. For support of programs: $100,000 to Florida Institute of Technology.

PROCTER AND GAMBLE FUND
P.O. Box 599
Cincinnati 45201
Support. For the capital campaign: $1.25-million over five years to Miami U.

GIFTS & BEQUESTS
Illinois College. For a new learning center and the endowment: $1-million from Vance, Katherine, Davis, and Adelaide Kirby.
Lynchburg College. For scholarships in education or religion: $304,525 from the estate of William F. Miles.
Pikeville College. For the endowment: $745,200 from the estate of Sarah Ernst Darnall.
University of Nebraska at Lincoln. For the film theater: $3.5-million from Mary Riepma Ross.

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David Holdsworth will serve on a nuclear submarine: "We talk about the land tactics in my computer-security class and about the psychology of war in my personality-theory class."

Scott Dillon plans to become a flight officer: "The war still seemed like an abstraction until now."

Deborah Smetana hopes to become an intelligence officer: "In war, it's easier to see its importance."

Dean Robison chose to go into the Marine Corps: "I've always wanted to have a job leading other Marines in combat—that would make me very happy."

Naval Academy

Continued From Preceding Page

Marine Corps last week, said his training could be trimmed from a year to a few months if a larger number of Marines were needed in the Gulf. Mr. Robison has the gung-ho attitude Marines are famous for. "I've always wanted to have a job leading other Marines in combat—that would make me very happy," he said, a big grin spreading over his face.

Other midshipmen seemed more anxious about the Persian Gulf war. "I don't know anybody who's not worried," said Michiko Martin, who chose to go into oceanography. "I hope it's over soon."

For midshipmen and their professors, the war hit close to home last month when television news programs aired pictures of Lieut. Jeffrey Zaun, a 1984 academy graduate who is being held captive in Iraq. When the midshipmen saw the news, they decided to make a banner to send to Lieutenant Zaun's parents. Thousands of midshipmen signed the 31-foot-long banner, which read, "You Have 4,325 Friends in Annapolis."

Few of the midshipmen knew Lieutenant Zaun, but news of his capture "bound us all together," said Christian Wortman, who will join the Marines after graduation.

Many of the midshipmen said the war had given their education at the Naval Academy more meaning. "If anything, the war is a bit of concrete evidence of why what we're training for here is very important," said Scott Dillon, who will start training in July to become a naval flight officer.

The midshipmen said discussions about the war had spilled

FACT FILE: Enrollment, Degrees, High-School Graduates, 1990-2001

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
College enrollment												
Total	13,558,000	13,643,000	13,613,000	13,597,000	13,579,000	13,657,000	13,747,000	13,906,000	14,089,000	14,165,000	14,326,000	14,447,000
Men	6,292,000	6,309,000	6,276,000	6,254,000	6,228,000	6,247,000	6,271,000	6,331,000	6,412,000	6,395,000	6,468,000	6,522,000
Women	7,266,000	7,334,000	7,337,000	7,343,000	7,351,000	7,410,000	7,476,000	7,575,000	7,677,000	7,770,000	7,858,000	7,925,000
Public	10,539,000	10,608,000	10,587,000	10,579,000	10,571,000	10,637,000	10,710,000	10,834,000	10,977,000	11,047,000	11,171,000	11,264,000
Private	3,019,000	3,035,000	3,026,000	3,018,000	3,008,000	3,020,000	3,037,000	3,072,000	3,112,000	3,118,000	3,155,000	3,183,000
Full-time	7,640,000	7,627,000	7,569,000	7,508,000	7,456,000	7,490,000	7,542,000	7,654,000	7,801,000	7,841,000	7,970,000	8,067,000
Part-time	5,918,000	6,016,000	6,044,000	6,089,000	6,123,000	6,167,000	6,205,000	6,252,000	6,288,000	6,324,000	6,356,000	6,380,000
Full-time-equivalent *	9,788,000	9,801,000	9,753,000	9,708,000	9,668,000	9,718,000	9,784,000	9,913,000	10,072,000	10,125,000	10,265,000	10,371,000
Four-year institutions												
Total	8,548,000	8,599,000	8,572,000	8,540,000	8,507,000	8,542,000	8,588,000	8,685,000	8,803,000	8,837,000	8,945,000	9,026,000
Public	5,792,000	5,826,000	5,806,000	5,783,000	5,760,000	5,785,000	5,816,000	5,883,000	5,965,000	5,994,000	6,070,000	6,126,000
Private	2,756,000	2,773,000	2,766,000	2,757,000	2,747,000	2,757,000	2,772,000	2,802,000	2,838,000	2,843,000	2,875,000	2,900,000
Two-year institutions												
Total	5,010,000	5,044,000	5,041,000	5,057,000	5,072,000	5,115,000	5,159,000	5,221,000	5,286,000	5,328,000	5,381,000	5,421,000
Public	4,747,000	4,782,000	4,781,000	4,796,000	4,811,000	4,852,000	4,894,000	4,951,000	5,012,000	5,053,000	5,101,000	5,138,000
Private	263,000	262,000	260,000	261,000	261,000	263,000	265,000	270,000	274,000	275,000	280,000	283,000
Undergraduate	11,651,000	11,706,000	11,661,000	11,625,000	11,598,000	11,668,000	11,753,000	11,903,000	12,084,000	12,208,000	12,365,000	12,487,000
Graduate	1,617,000	1,644,000	1,657,000	1,674,000	1,684,000	1,691,000	1,696,000	1,704,000	1,706,000	1,675,000	1,679,000	1,678,000
Professional	290,000	293,000	295,000	298,000	297,000	298,000	298,000	299,000	299,000	282,000	282,000	282,000
Degrees												
Associate	458,000	463,000	465,000	461,000	462,000	458,000	459,000	463,000	469,000	477,000	482,000	489,000
Bachelor's	1,017,000	1,024,000	1,020,000	1,063,000	1,058,000	1,047,000	1,031,000	1,015,000	1,012,000	1,010,000	1,019,000	1,037,000
Master's	319,000	321,000	322,000	323,000	323,000	324,000	324,000	324,000	324,000	325,000	326,000	327,000
Doctorate	35,600	35,900	35,900	36,100	36,200	36,300	36,400	36,400	36,400	36,400	36,300	36,200
First-professional	74,100	74,600	75,300	76,800	77,900	77,300	77,300	77,300	77,800	77,800	71,300	71,300
High-school graduates												
Total	2,628,000	2,522,000	2,517,000	2,518,000	2,512,000	2,631,000	2,670,000	2,770,000	2,879,000	2,923,000	2,966,000	3,237,000
Public	2,326,000	2,232,000	2,228,000	2,229,000	2,223,000	2,329,000	2,363,000	2,452,000	2,548,000	2,587,000	2,625,000	2,865,000
Private	302,000	290,000	289,000	289,000	289,000	302,000	307,000	318,000	331,000	336,000	341,000	372,000

* Estimate based on full-time enrollment plus the full-time equivalent of part-time enrollment as reported by institutions

SOURCE: U.S. DEPARTMENT OF EDUCATION

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Competition over "cold fusion" has moved to a different arena—the publishing house: Page A5.

A dispute over the revision of a writing course at the U. of Texas at Austin has attracted the attention of higher-education groups: Page A15.

The Agriculture Department released new rules on the care of animals used in research: Page A25.

Shrinking budgets are leading states to slow spending for grants to students, a survey shows: Page A28.

Iowa State U. says it holds the patent on a part of fax machines and is demanding royalties: Page A37.

Once on the brink of bankruptcy, a Catholic college has adapted to survive in inner-city Detroit: Page A41.

Sports officials are bracing for rigorous external examination as demands mount for the accountability of college programs: Page A43.

A blueprint for Chinese education in the 1990's stresses schooling over higher education: Page A45.

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Colleges Attack Plan to Deny Aid to Those at Bottom of Classes

Students and administrators call Bush's idea unfair, unworkable

By SCOTT JASCHIK

Many student leaders and college financial-aid officers say President Bush's proposal to deny federal grants and loans to students in the bottom 10 per cent of their college classes is unfair and unworkable.

If the proposal is enacted, critics say, it could discourage some students from taking tough courses and force others to drop out—including many good students.

The President made the proposal this month in his budget plan for the 1992 fiscal year. He also proposed that Pell Grant recipients who are in the top 10 per cent of their high-school classes or top 20 per cent of their college classes receive additional grants of $500.

Under current law, students need only be in good academic standing to qualify for federal aid.

'Greater Accountability'

William D. Hansen, Acting Deputy Under Secretary of Education for planning, budget, and evaluation, says the proposal will promote "greater accountability among students."

Mr. Hansen says he does not believe good students will be hurt by the plan. He says the government is trying to focus limited federal funds on "those who are able to prove academic success."

But Bo Duncan, vice-president of the Interfraternity Council at Auburn University, says students whose academic preparation hasn't been adequate may need a few years to catch up with their classmates. They may be at the bottom of their classes and yet be working very hard, he says.

"We all know that many of the people who need these funds aren't on the same

Continued on Page A32

'DEFINING MOMENT' IN THE MIDDLE EAST?

Scholars Question Idea That Gulf War Could Determine a 'New World Order'

By ELLEN K. COUGHLIN

As his ultimate rhetorical justification for the war in the Persian Gulf, President Bush has claimed that nothing less than a "new world order" is at stake.

Scholars are doubtful.

While there surely is a new post–cold-war system in the making, they say, the idea that the Gulf conflict can determine what it will look like is a dubious proposition. It is hard enough, scholars add, to anticipate how the war might effect a new regional order in the Middle East.

For his purposes, President Bush has kept his conception of a new world order vague, but it carries two unmistakable messages.

One is that a victory over Saddam Hussein will usher in an era of peace and stability—a "kinder, gentler" world in which the United States and its allies, acting through the United Nations, will see that order is maintained.

Most scholars who study geopolitical systems and international relations agree that's not the way the world is moving.

"Whatever happens in the next three months," says Immanuel Wallerstein, professor of sociology at the State University of New York at Binghamton, "there will be nothing that looks remotely like an orderly, peaceful, quiet world."

An Oddly Stabilizing Effect

The end of the cold war as we knew it, scholars say, does not mean the beginning of peace.

For all its dangers, the superpower face-off had an oddly stabilizing effect on the world; in its absence, power has become dispersed among smaller nations, and regional conflict is increasingly likely—all of which appears to be borne out by the crisis in the Persian Gulf.

Mr. Wallerstein, a leading proponent of world-systems theory, which holds

Continued on Page A6

Presidents at Private Research Universities Earn From $105,000 to $300,000, Tax Forms Reveal

By JULIE L. NICKLIN

Chief executive officers at 25 leading private research institutions received compensation in 1988-89 ranging from $105,000 at Washington University to $300,000 at Vanderbilt.

Most of the presidents earned more than their counterparts at public institutions, but far less than executives in the business world. Many also earned substantially less than medical professors at their own institutions.

The top earner at the 25 institutions was a professor of surgery at Cornell University, whose compensation—including clinical fees paid by patients—was $1.4-million.

The information was obtained by *The Chronicle* from documents that tax-exempt institutions must file each year with the Internal Revenue Service. Compensation figures for most chief executive officers and some professors did not include fringe benefits, perquisites, or deferred income. Compensation data for many medical professors, however, included a salary paid by the university and clinical fees charged to patients.

The 25 institutions surveyed were classified as Research I universities by the Carnegie Foundation for the Advancement of Teaching. Such institutions offer advanced degrees and receive at least $33.5-million in federal support for research and development.

Congress passed the Omnibus Budget Reconciliation Act of 1987 that included a requirement that tax-exempt institutions, for the first time, must make their tax forms available for inspection on their campuses. The documents previously could be obtained from regional offices of

Continued on Page A16

The compensation of presidents and the five highest-paid employees at major private research universities: Page A17.

Peru's Universities in Crisis, Caught in the Crossfire Between Rebel Groups and the Country's Leaders

By ROBIN KIRK

LIMA, PERU

A series of killings, disappearances, and arrests has traumatized Peruvian higher education in recent months.

The incidents, part of a pattern of violence that has plagued Peru for years, reflect a growing mistrust between academic people and the country's political and military leaders, university sources say.

The universities have been the scene of both guerrilla-generated violence and government-ordered security sweeps, forcing campus officials to concern themselves almost constantly with the physical safety of employees and students.

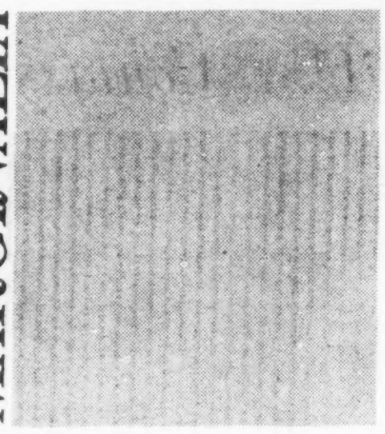
Although the precise number of victims is not known, the Peruvian Senate estimates that 1,500 people were killed in political violence in the first five months of President Alberto Fujimori's tenure, which began last July 28.

In addition, the National Human Rights Coordinating Committee, a coalition of independent organizations, has reported to the United Nations that 82 people, including 14 professors and students, were killed for political reasons in 1990 by Peruvian armed forces. The group also recorded 246 detentions and disappearances in 1990, including 38 students and professors.

Academic sources say the country's leaders have been acting in the mistaken belief that the universities are training anti-government guerrillas. The university sys-

Continued on Page A45

MARGINALIA



"WET PAINT" sign in the administration building at Valparaiso University:

"An oleaginous resin coating has recently been applied to nearby surfaces and is still in an incomplete state of oxidation.

"Contact with aforementioned surfaces will cause pigment transference to skin or clothing, compromise the decorative integrity of the coating and invoke ire."

■

Sports story in *Sun Star*, the student weekly at the University of Alaska Fairbanks:

"UAF hockey player Shawn Ulrich scored the game-winning goal and goalie Jamie Loewen put on an incredible performance in the net to lead the Nanooks to a 4-3 win over the University of Alaska Anchorage Saturday night in front of 3000 spectators.

"The UAA Seawolves won the first game of the series 6-4 Friday night in Anchorage."

The story's headline:

UAF SMASHES UAA TWICE

That's partisanship for you!

■

News item in *The State News*, the newspaper at Michigan State University:

"The Academy of Motion Picture Arts and Sciences is now accepting entries for the Student Academy Awards.

"Like the Oscars, the winners will be selected by Academy members. National winners will be competing for gold, silver and bronze awards of $2,000, $1,500, and $1,000 in animation, documentary, dramatic and experimental categories. . . .

"Regional winners' films will be sent to the teacher held hostage in Beirut, Lebanon and his wife awaiting his release in their Washington D.C. home."

They'll appreciate the thought.

■

From the Lycoming College student newspaper, *The Lycourier:*

The Lycoming chapter of Kappa Delta Rho has been cleared of the charges brought against it last semester by its national organization. . . .

" 'I pretty much thought the verdict couldn't be any different,' said senior Eric Zerbe. 'Everything was heresy.' "

So many things are, these days.

■

Note in *Dollars for Scholars: Barron's Complete College Financing Guide:*

"Women can expect to earn less than their male colleagues in some job positions. Be careful when borrowing because you will have less money to repay your student loans than your male fiends who have borrowed."

Demonic, if you ask *us*. —C.G.

In Brief

U.S. Lead in Biomedicine Said to Be in Jeopardy

WASHINGTON—A majority of academic science administrators believe that the United States might lose its world leadership in biomedical research, a survey by the Gallup Organization has found.

In the survey, Gallup staff members contacted 202 academic-research leaders, 107 executives of drug companies and other corporations that perform biomedical research, and 104 scientists who hold N.I.H. grants. The survey was commissioned by the Pharmaceutical Manufacturers Association Foundation and released here last week.

Of the academics surveyed, 55 per cent said they believed there was a "serious risk" that the United States would lose its leadership, while 39 per cent believed a "moderate risk" existed. Corporate executives surveyed said the most serious threat to American research leadership came from Japan.

Among the signs of weakness cited by those surveyed were a decline in the number of students entering biomedical research and a drop in the quality of graduate students.

More than twice as many academic-research leaders believed the quality of American graduate students had gone down as believed that graduate-student quality had gone up.

Student Borrowers' Debts Not Seen as Onerous

WASHINGTON—Although student borrowing is on the rise, most college graduates are not overburdened by education debts, the U.S. Department of Education said last week.

In an analysis of surveys of 1977 and 1986 graduates of four-year institutions, the department found that half of the 1986 graduates had education debts, compared with one-third of the 1977 graduates. The median owed in the 1986 group was $4,800, compared with $2,000 for the earlier group. The increase was 33 per cent when adjusted for inflation, the report said.

However, the share of income going to education-loan payments dropped over the period, according to the department. Education debt amounted to a median of 4 per cent of gross income for 1986 graduates, while 1977 graduates had a median debt burden of 5.2 per cent.

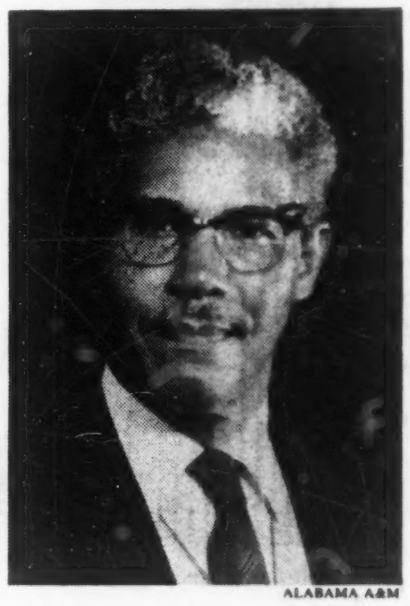
Among 1986 graduates, 6.5 per cent had a median debt burden greater than 10 per cent, which the report said is generally considered excessive. The median debt burden of 1986 graduates of public institutions was 3.4 per cent; for graduates of private colleges, the level was 5.1 per cent.

The surveys covered only bachelor's-degree recipients in their first year after graduation. They excluded those who enrolled in graduate school immediately after college and those who dropped out of college.

Alabama A&M President Resigns Under Pressure

HUNTSVILLE, ALA.—Alabama A&M University President Carl Marbury has resigned after a controversial three-year tenure.

Mr. Marbury (*below*), who was named to the post in 1989 after



ALABAMA A&M

serving two years as interim president, stepped down following a closed meeting of the Board of Trustees that was chaired by Gov. Guy Hunt. A university official, who asked not to be identified, said Governor Hunt had asked for the resignation, which was effective immediately. The board unanimously approved the appointment of Alan Lee Keyes as interim president. Mr. Marbury could not be reached for comment.

Mr. Marbury's administration had been clouded by allegations that he had given jobs for sex, fired employees arbitrarily, and bribed legislators.

In 1989, Mr. Marbury came under fire for allegedly paying $500 each to two state legislators who were working on a bill supported by the university. The charges were investigated by the Alabama Ethics Commission, but a grand jury declined to indict him.

U. of Ill. Immunizes 5,700 After 2 Meningitis Deaths

CHAMPAIGN, ILL.—Two students at the University of Illinois at Urbana-Champaign died this month of a blood infection related to meningitis.

Since the deaths, at least 5,700 students and faculty and staff members on the campus have been given an oral antibiotic to ward off infection. No new cases have been reported.

Gregory A. Mank died on February 9 after checking into a local hospital. Brian McDonnell died two days later. No direct connection has been found between the two students.

Both had meningococcemia, an invasion of the blood stream by the same form of bacteria that causes meningitis, which strikes the protective membranes surrounding the brain and spinal cord. Early signs of the contagious infection resemble the flu. Treatment of the illness at an early stage is usually successful.

Temple, Faculty Union Reach Final Agreement

PHILADELPHIA — More than four months after the end of a bitter 29-day faculty strike at Temple University, the administration and the professors' union have approved a new contract.

The agreement will mean an average raise of 34 per cent in professors' base salaries over a four-year period, said a union spokesman. It includes across-the-board raises, merit raises, and adjustments for senior faculty and staff members. It also requires professors to pay part of their health-insurance premium, which the university had paid in full.

One highly volatile issue—make-up pay for the professors who were on strike—was dropped from the bargaining table. The two sides agreed to leave the decision of how much to pay the professors to the Pennsylvania Labor Relations Board.

Professors called for a walkout last fall after the faculty union rejected the university's offer of a 4-per-cent, across-the-board raise with an additional 1 per cent per year over the next two years to be awarded as merit increases.

A judge ordered the professors back to work in the face of the university's threats to cancel the entire semester.

Tarkio Needs $3-Million to Stay Open Past March

TARKIO, MO.—Tarkio College has announced it will close this spring unless it can raise $3-million in cash or pledges by the end of March.

William E. Walker, the college's president, said its finances had been seriously eroded. He announced an urgent appeal for public support.

Besides raising $3-million, Mr. Walker said the college must take three other steps to stay open.

Tarkio is seeking to renegotiate a debt of $9.3-million it owes the Education Department for mismanaging student-loan programs under the previous college administration. A second step involves

Brown U. Expels Student Who Yelled Racial Epithets

PROVIDENCE, R.I.

Brown University has expelled a student for violating its anti-harassment policy. The expulsion is believed to be the first to be carried out on campuses enforcing such policies—many of which have come under attack as unconstitutional.

Vartan Gregorian, Brown's president, upheld an October decision by the University Disciplinary Council to expel Douglas Hann (*right*), a junior, for yelling anti-black, anti-Semitic, and anti-homosexual remarks, according to *The Brown Daily Herald*, the student newspaper. The university would not confirm the student's identity.

THE BROWN SPECTATOR

It was Mr. Hann's second violation involving racial epithets. His expulsion also reportedly resulted from violations of policies against alcohol abuse and disruptive behavior.

According to *The Herald*, Mr. Hann, who was celebrating his 21st birthday in October, was yelling anti-black statements—apparently at no one in particular—in a courtyard between dormitories. When a student yelled at him, Mr. Hann shouted epithets back and at other students.

The council ruled that Mr. Hann's actions violated Brown's policy that prohibits the "subjection of another person, group, or class of persons, to inappropriate, abusive, threatening, or demeaning actions, based on race, religion, gender, handicap, ethnicity, national origin, or sexual orientation."

Steven Brown, executive director of the Rhode Island affiliate of the American Civil Liberties Union, said the university had acted inappropriately in punishing a student "on the basis of comments he has made, no matter how offensive or repugnant."

Anti-harassment policies have come under attack at public universities, which are bound by the Constitution to protect freedom of speech. In 1989, a federal court rejected a University of Michigan policy that has since been revised. A suit is pending against the University of Wisconsin System.

In a statement, President Gregorian said neither his actions nor Brown's code of conduct "should be construed as limiting anyone's freedom of speech."

Mr. Hann could not be reached for comment. —JULIE L. NICKLIN

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1988-89 Compensation of Chief Executives and Top Earners at 25 Private Universities

The list below shows the compensation of chief executives in 1988-89 at 25 private universities, as well as those of the five highest-paid employees who are not officers, directors, or trustees of their institutions.

The institutions are classified as "Research I" universities by the Carnegie Foundation for the Advancement of Teaching, which groups colleges and universities in 10 categories according to several criteria. In 1987, the foundation classified 45 public and 25 private institutions as Research I universities because they offered advanced-degree programs, gave a high priority to research, and received at least $33.5-million in federal support for research and development.

Most compensation figures were obtained from federal tax forms that private, tax-exempt colleges and universities must file annually with the Internal Revenue Service.

Generally, income reported for the five highest-paid employees includes only the amount they earned for performing teaching or administrative services. In some cases, the compensation that medical-school faculty members received from clinical practice at the university hospital was included as part of their overall earnings. Most institutions, however, did not provide a breakdown of the compensation.

In addition, some compensation figures may include one-time, severance, retirement, or other payments, while other figures may reflect earnings for only a portion of the year. Most institutions did not make such distinctions in the reporting process.

The figures do not reflect any non-taxable earnings, such as university contributions to deferred-income plans, employee-benefit plans, expense accounts, or other allowances.

BOSTON UNIVERSITY

Chief executive:
John R. Silber, $275,000

Five highest-paid employees:
Edward L. Spatz, chairman, School of Medicine's surgery division; chief, University Hospital's surgery division: $231,420
Richard H. Egdahl, academic vice-president for health affairs: $195,000
John I. Sandson, dean emeritus, School of Medicine: $185,000
Aram V. Chobanian, dean, School of Medicine: $183,333
Norman G. Levinsky, chairman, division of medicine, School of Medicine: $175,500

CALIFORNIA INSTITUTE OF TECHNOLOGY

Chief executive:
Thomas E. Everhart, $200,000

Five highest paid employees:
Richard M. Dickinson, member of Jet Propulsion Laboratory technical staff, Institute of Space and Astronautical Sciences, Japan: $187,170
Rochus E. Vogt, professor of physics: $168,900
Gael F. Squibb, senior member of J.P.L. technical staff, European Space Agency, the Netherlands: $144,312
Robert E. Edelson, program studies director, Space Station Support Office, Reston, Va.: $139,981
Gerald J. Wasserburg, professor of geology and geophysics: $124,000

CARNEGIE MELLON UNIVERSITY

Chief executive:
Richard M. Cyert, $130,600

Five highest-paid employees:
Yuji Ijiri, professor of accounting and economics: $160,589
Allen Newell, professor of computer science: $151,333
Larry E. Druffel, director of Software Engineering Institute: $147,200
Stephen W. Director, head of electrical and computing engineering: $144,938
Raj D. Reddy, director of Robotics Institute: $140,833

CASE WESTERN RESERVE UNIVERSITY

Chief executive:
Agnar Pytte, $185,000

Five highest-paid employees:
Avroy Fanaroff, professor of pediatrics: $224,161
Adel A. Mahmoud, professor of medicine; director, Center for International Health: $189,000
Richard Martin, associate professor of pediatrics: $185,234
Richard E. Behrman, vice-president for medical affairs; dean, School of Medicine: $180,000
William Speck, chairman, department of pediatrics: $175,500

COLUMBIA UNIVERSITY

Chief executive:
Michael I. Sovern, $297,000

Five highest-paid employees:
Frederick Alan Rapoport, assistant professor of clinical medicine: $1,110,353
Eric Allen Rose, assistant professor of surgery: $888,435
Frank E. Gump, professor of surgery: $597,725
George Joseph Todd, assistant professor of clinical medicine: $545,285
Craig R. Smith, assistant professor of surgery: $457,213

CORNELL UNIVERSITY

Chief executive:
Frank H. T. Rhodes, $112,690

Five highest-paid employees:
Wayne Isom, professor of surgery: $1,425,461
Karl Kreiger, associate professor of surgery: $1,154,695
Jeffrey Gold, assistant professor of surgery: $663,450
Stanley Chang, assistant professor of surgery: $541,751
Michael Lavyne, associate professor of clinical surgery: $524,250

DUKE UNIVERSITY

Chief executive:
H. Keith H. Brodie, $214,456

Five highest-paid employees:
Peter Van Trigt, III, assistant professor of surgery: $164,300
David C. Sabiston, Jr., chairman, department of surgery: $164,100
Dani P. Bolognesi, professor of surgery: $154,550
Robert B. Jennings, chairman, department of pathology: $151,700
Bernard J. Carroll, chairman, department of psychiatry: $148,400

HARVARD UNIVERSITY

Chief executive:
Derek C. Bok, $148,383

Five highest-paid employees:
Daniel C. Tosteson, dean of the Faculty of Medicine: $178,500
John R. Brooks, professor of surgery: $157,618
Sholem Postel, assistant clinical professor of medicine: $150,792
John McArthur, dean, Business School: $149,000
James Vorenberg, dean, Law School: $147,000

HOWARD UNIVERSITY

Chief executive:
James E. Cheek, $182,582

Five highest-paid employees:
Harold R. Washington, professor of law: $419,268 [1]
James W. Robertson, professor of law: $171,174
James S. Teal, chairman, department of radiology: $151,781
Alfred L. Goldson, chairman, department of radiotherapy: $151,285
LaSalle D. Leffall, chairman, department of surgery: $143,369

JOHNS HOPKINS UNIVERSITY

Chief executive:
Steven Muller, $225,469

Five highest-paid employees:
Ronald G. Michels, professor of ophthalmology: $481,135
Donlin M. Long, chairman, department of neurosurgery: $287,649
Bruce A. Reitz, professor of cardiac surgery: $287,169
A. Edward Maumenee, professor of ophthalmology: $281,250
Patrick C. Walsh, director, department of urology: $272,675

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

Chief executive:
Paul E. Gray, $226,000

Five highest-paid employees:
Walter E. Morrow, laboratory director and professor of electrical engineering and computer science: $179,250
Gerald L. Wilson, dean, School of Engineering: $157,500
Jonathan Allen, laboratory director and professor of electrical engineering and computer science: $149,000
Donald C. MacLellan, assistant laboratory director: $141,500
Arnold N. Weinberg, medical director and head of the medical department: $141,500

NEW YORK UNIVERSITY

Chief executive:
John Brademas, $250,431

Five highest-paid employees:
Irwin Freedberg, chairman, department of dermatology: $238,101
Rodolfo Llinas, chairman, department of physiology: $192,872
Joseph Dancis, chairman, department of pediatrics: $171,630
Charles Hollander, professor of endocrinology: $168,640
Vittorio Defendi, chairman, department of oncology: $161,144

NORTHWESTERN UNIVERSITY

Chief executive:
Arnold R. Weber, $198,500

Five highest paid employees:
David L. Nahrwold, chairman, department of surgery: $193,126
Artur Raviv, professor of finance: $186,166
Peter J. Robinson, chairman, department of dental periodontics: $182,889
Robert D. Dewar, associate professor of organization behavior: $179,233
Harry N. Beaty, dean, medical school: $172,665

PRINCETON UNIVERSITY

Chief executive:
Harold T. Shapiro, $188,917

Five highest-paid employees:
Hisashi Kobayashi, dean, School of Engineering and Applied Science: $151,890
Aaron Lemonick, dean of the faculty: $136,000
Harold P. Furth, director, Plasma Physics Laboratory, and professor of astrophysics: $132,000
Arnold J. Levine, chairman, department of molecular biology, and professor of molecular biology: $130,717
Charles Fefferman, professor of mathematics: $128,334

ROCKEFELLER UNIVERSITY [2]

Chief executive:
Joshua Lederberg, $168,000

Five highest-paid employees:
Torsten N. Weisel, professor of neurobiology: $138,600
James E. Darnell, Jr., professor of molecular cell biology: $131,250
Gerald M. Edelman, professor of developmental and molecular biology: $131,250
Robert G. Roeder, professor of biochemistry and molecular biology: $131,250
Paul Greengard, professor of molecular and cellular neuroscience: $131,000

STANFORD UNIVERSITY

Chief executive:
Donald Kennedy, $194,375

Five highest-paid employees:
Norman E. Shumway, professor of cardiovascular surgery: $460,221
Edward B. Stinson, professor of cardiovascular surgery: $369,732
Phillip E. Oyer, professor of cardiovascular surgery: $351,075
D. Craig Miller, professor of cardiovascular surgery: $305,147
John Hanberry, professor of neurosurgery: $282,991

UNIVERSITY OF CHICAGO

Chief executive:
Hanna H. Gray, $222,500

Five highest-paid employees:
Robert B. Karp, chief of cardiac surgery: $420,000
John F. Mullan, chairman, department of neurosurgery: $379,000
Thomas J. Krizek, chairman, department of surgery: $365,000
Frank P. Stuart, professor of surgery: $334,000
William R. Panje, chairman, department of otolaryngology: $330,000

UNIVERSITY OF MIAMI

Chief executive:
Edward T. Foote, $210,000

Five highest-paid employees:
Hubert L. Rosomoff, professor of neurological surgery: $292,138
N. B. Craythorne, chairman, department of anesthesiology: $251,448
Larry K. Page, professor of neurological surgery: $249,894
Mark D. Brown, chairman, department of orthopedics and rehabilitation: $235,651
Frank J. Eismont, associate professor of orthopedics and rehabilitation: $235,651

UNIVERSITY OF PENNSYLVANIA

Chief executive:
F. Sheldon Hackney, $250,000

Five highest-paid employees:
Alan J. Wein, professor of urology: $770,000
Eugene S. Flamm, professor of neurosurgery: $585,000
William Potsic, associate professor of surgery: $571,945
William Norwood, professor of surgery: $565,543
Leslie Sutton, associate professor of neurosurgery: $526,900

UNIVERSITY OF ROCHESTER

Chief executive:
G. Dennis O'Brien, $200,000

Five highest-paid employees:
Robert E. O'Mara, professor of radiology: $263,030
James R. Woods, associate professor of obstetrics and gynecology: $248,591
Ronald A. Gabel, professor of anesthesiology: $204,000
James Cerilli, professor of surgery: $189,727
Philip Rubin, professor of radiation oncology: $182,727

UNIVERSITY OF SOUTHERN CALIFORNIA

Chief executive:
James H. Zumberge, $215,000

Five highest-paid employees:
Robert L. Baehner, chairman, department of pediatrics: $223,758
Stephen J. Ryan, Jr., chairman, department of ophthalmology: $212,027
Jack R. Borsting, dean, department of business administration: $209,335
Richard L. Tannen, chairman, department of medicine: $203,064
Franco M. Muggia, professor of medicine: $201,290

VANDERBILT UNIVERSITY

Chief executive:
Joe B. Wyatt, $300,000

Five highest-paid employees:
Harvey W. Bender, professor of thoracic and cardiac surgery: $437,157
R. Bruce Shack, associate professor of plastic surgery: $410,342
Kevin F. Hagan, assistant professor of plastic surgery: $357,325
John W. Hammon, associate professor of thoracic and cardiac surgery: $353,930
Walter H. Merrill, associate professor of thoracic and cardiac surgery: $342,453

WASHINGTON UNIVERSITY

Chief executive:
William H. Danforth, $105,000

Five highest-paid employees:
James L. Cox, professor of cardiothoracic surgery: $480,000
Gregorio A. Sicard, professor of surgery: $385,336
Charles B. Anderson, professor of surgery: $366,458
Thomas L. Spray, associate professor of cardiothoracic surgery: $365,481
Henry J. Kaplan, head, department of ophthalmology: $302,100

YALE UNIVERSITY

Chief executive:
Benno C. Schmidt, Jr., $187,500

Five highest-paid employees:
Gary Kopf, associate professor of cardiothoracic surgery: $333,892
John A. Elefteriades, associate professor of surgery: $303,429
John C. Baldwin, professor of cardiothoracic surgery: $274,347
William F. Collins, Jr., professor of neurological surgery, and acting chairman, department of surgery, $232,560
Joseph Warshaw, chairman, department of pediatrics: $232,546

YESHIVA UNIVERSITY

Chief executive:
Norman Lamm: Compensation not disclosed

Five highest-paid employees:
Irwin R. Merkatz, chairman, department of obstetrics and gynecology: $250,507
Dominick Purpura, dean, Albert Einstein College of Medicine: $227,400
David Zysman, vice-president for development: $203,068
Herman van Praag, chairman, department of psychiatry: $183,975
Herbert Schaumburg, chairman, department of neurology: $175,778

[1] Figure includes a severance package.
[2] Rockefeller University, which is primarily a research institute, is classified as a Research I university even though it does not meet all the criteria for that category.

Compiled by Julie L. Nicklin, Jennifer Wong, and other Chronicle staff members

States Slow Spending on Financial Aid to Students

By GOLDIE BLUMENSTYK

Budget problems are leading states to put the brakes on their spending for grants to college students this academic year.

Even though states expect to spend more than ever on financial aid—in excess of $2.15-billion—the sum is only 6.1 per cent higher than the amount spent in 1989-90. Last year the annual increase in state spending on financial aid over the previous year exceeded 12 per cent.

Actual spending on financial aid for this academic year could be even less, according to the National Association of State Scholarship and Grant Programs, which compiles such data as part of its annual report on state financial aid. Much of the information in this year's report was collected during the summer and early fall. Since then many states, including major aid providers like New York, have reduced aid because of state budget problems.

'Not a Good Growth Year'

Even without additional cuts, "this is not a good growth year," says Jerry S. Davis, author of the report and director of research and policy analysis for the Pennsylvania Higher Education Assistance Agency.

Mr. Davis says the modest growth in spending does not necessarily signal the start of a trend, but he says it is worrisome, nonetheless. "If you look at everything else that's going on around government in the states and in the economy, we're in trouble here," he says.

As in previous years, more than three-quarters of the money—$1.66-billion—is expected to go to undergraduate students who have shown financial need, according to the report. That amount is 7 per cent larger than last year's, and the increase is comparable to the average annual increase for the past decade.

But when the figures are adjusted to reflect the additional cuts in state budgets, Mr. Davis says, spending on need-based aid is likely to be "much lower" than states have predicted, and below the annual average for the decade.

Also, he notes, in this academic year only 17 states said they expected an increase of more than 10 per cent in their spending on grants to undergraduates with financial need; in 1989-90, 22 states increased such grants by more than 10 per cent.

32% Increase Over 5 Years

This year, the average need-based grant to students attending public colleges in their home states is expected to be $877, almost 32 per cent higher than it was five years ago. The average award for a student at an in-state private college will be $1,823, 26 per cent higher than five years ago.

More than half of the money that states award to undergraduates under need-based grant programs will go to students at private colleges in their home states, even though those students make up only 35 per cent of the aid recipients.

States expect to provide slightly more than $31-million in need-based aid for graduate students, 28 per cent more than they offered five years ago. In contrast, the five-year growth rate for undergraduate aid was nearly 35 per cent.

One encouraging sign, according to the report, are new aid programs. More than $11.8-million of the state aid to be awarded this year will come from 14 new programs in eight states, including Kentucky's College Access Grant program, which is expected to award more than $7-million to undergraduates based on their financial need.

Over all, the report says, states continue to increase their spending on grant programs that do not take students' financial need into account at a faster rate than they do their spending for need-based aid.

Since 1985-86, the report says, the value of grants and scholarships awarded without regard to the recipients' financial need has increased by more than 82 per cent, versus just under 35 per cent for need-based grants. The total value of such grants, however, remains a tiny fraction of overall state spending on student aid: $217.5-million.

'Tuition Equalization'

Most of the increase in the non-need category was for grants awarded on the basis of academic achievement or as part of state "tuition-equalization programs," which help reduce the price gap between public and private colleges.

Nearly half of all the non-need money awarded by states this year is expected to come from tuition-equalization programs in six states: Alabama; Florida; Georgia; North Carolina; Ohio; and Virginia.

Twenty-three states now report they have merit-scholarship programs, up from 17 five years ago. The value of grants awarded by such programs has grown by 134 per cent in the same period, with two state programs accounting for 59 per cent of the increase: the Florida Undergraduate Scholars' Fund and the Missouri Higher Education Academic Scholarships.

Florida still spends "considerably more" money on need-based grants than on student aid awarded without regard to financial need, says M. Elizabeth Sweeney, administrator of state programs at the Florida office of student financial assistance.

Need-based financial aid is still Florida's top priority, adds Ms. Sweeney, but "there are also some other issues Florida is dealing with." Ms. Sweeney says state officials have been making a concerted effort to reward top high-school students and to attract more of them to the State University System.

The report is available for $5 from Pennsylvania Higher Education Assistance Agency, 660 Boas Street, Towne House, Harrisburg, Pa. 17102-1398. ■

aap

Association of American Publishers, Inc.
220 East 23rd Street, New York, NY 10010
(212) 689-8920

Higher Education Division

Statement of Principles for College Publishing

The Higher Education Division believes that the criteria for textbook selection properly concern only the quality of the textbook itself and its immediate ancillary materials.

The Higher Education Division recommends that college publishers follow the guidelines set forth below to ensure that their individual competitive practices do not lead away from this focus on educational materials because of payments of money or other consideration, directly or indirectly, to the benefit of individuals or academic departments (other than normally accepted entertainment practices and common courtesies).

1. Individual publishers' policies for textbook adoption should be universally applied and openly stated.

2. College publishers should avoid making any improper inducement to any actual or potential adopter, directly or indirectly, which may be described as a bribe, kickback or excessive commission or fee which is contingent on the adoption of their textbooks or their ancillary materials.

3. Unacceptable activities include, but are not limited to, the following:

❒ Providing cash grants, allowances or "rebates" to individuals other than students, booksellers or other direct purchasers.

❒ Providing cash grants, allowances or "rebates" to academic institutions.

❒ Making direct payments to individuals other than for actual services rendered.

❒ Making contributions of equipment to academic departments, or paying for such equipment, in return for textbook adoptions.

❒ Making cash payments to third party suppliers of equipment or materials to institutions where the equipment or materials are not part of a textbook/ancillary materials package.

Each of the following publishers is a signatory to the Statement. They invite you to contact them individually regarding any situation related to the adoption of a book they publish which appears to violate the principles set forth in the Statement.

James Behnke, *Addison-Wesley Publishing Co.*
One Jacob Way, Reading, MA 01876, 617/944-3700
John Isley, *Allyn & Bacon, Inc.*,
160 Gould Street, Needham Heights, MA 02194, 617/455-1200
Franklin Lewis, *Wm. C. Brown Group*,
2460 Kerper Boulevard, Dubuque, IA 52001, 319/588-1451
Linda Chaput, *W. H. Freeman & Co.*,
41 Madison Avenue, New York, NY 10010, 212/576-9400
Robert Pawlik, *Harcourt Brace Jovanovich, Inc.*,
1250 Sixth Avenue, San Diego, CA 92101, 619/231-6616
Susan Katz, *HarperCollins Publishing*,
10 East 53rd Street, New York, NY 10022, 212/207-7000
Bruce Zimmerli, *D. C. Heath & Co.*,
125 Spring Street, Lexington, MA 02173, 617/862-6650
Bill Barnett, *Holt, Rinehart and Winston, Inc.*,
City Center Tower II, Fort Worth, TX 76102, 817/334-7500
Elizabeth Hacking, *Houghton Mifflin Co.*,
One Beacon Street, Boston, MA 02108, 617/725-5000
Jeffrey Sund, *Richard D. Irwin Inc.*,
1820 Ridge Road, Homewood, IL 60430, 708/798-6000
Paul Prindle, *Jones & Bartlett Publishers, Inc.*,
20 Park Plaza, Boston, MA 02116, 617/482-3900
Carl Tyson, *McGraw-Hill, Inc.*,
1221 Avenue of the Americas, New York, NY 10020, 212/512-2000
Hank Kennedy, *Macmillan Publishing Co.*,
866 Third Avenue, New York, NY 10022, 212/702-2000
John Dill, *Mosby-Yearbook*
11830 Westline Industrial Dr., St. Louis, MO 63141 (314) 872-8370
Edward Stanford, *Prentice Hall, Inc.*,
Englewood Cliffs, NJ 07632, 201/592-2000
Wayne Barcomb, *PWS-KENT Publishing Co.*,
20 Park Plaza, Boston, MA 02116, 617/542-3377
Jean Smith, *St. Martin's Press*,
175 Fifth Avenue, New York, NY 10010, 212/674-5151
Michael Needham, *South-Western Publishing Co.*,
5101 Madison Road, Cincinnati, OH 45227, 513/271-8811
John Davis, *Thomson Book / Reference Group*,
One Station Place, Stamford, CT 06902, 203/969-8700
Richard Greenberg, *Wadsworth Publishing Co.*,
10 Davis Drive, Belmont, CA 94002, 415/595-2350
Kenneth Zeigler, *West Publishing Co.*,
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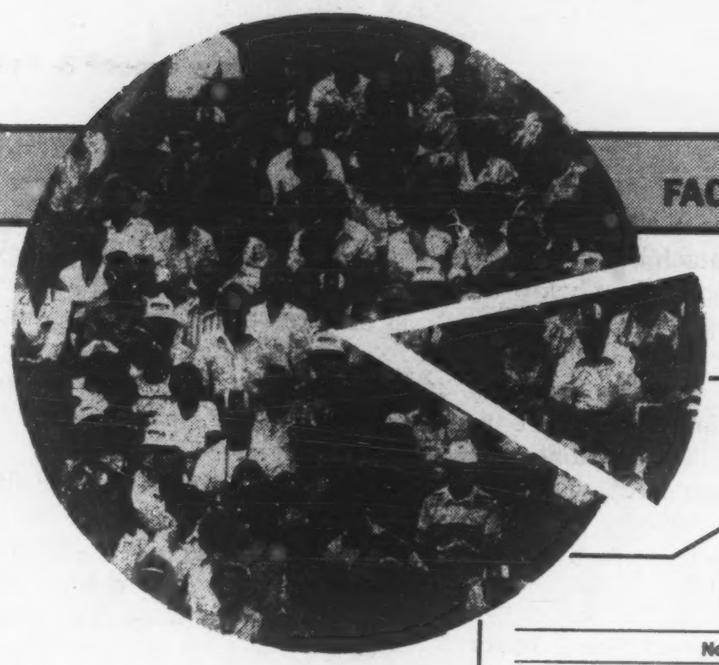
Will Pesce, *John Wiley & Sons, Inc.*,
605 Third Avenue, New York, NY 10158, 212/850-6000
Robert R. Worth, *Worth* Publishers, Inc.
33 Irving Place, New York, NY 10003, 212/475-6000



FACT FILE: State Spending Plans for Student Aid, 1990-91

Total aid not based on students' financial need: 12.1%

Total aid based on need: 87.9%

		Undergraduate						Graduate and Professional					
		Need-based			Non-need-based			Need-based			Non-need-based		
	Total	Amount	1-year change	Number of awards	Amount	1-year change	Number of awards	Amount	1-year change	Number of awards	Amount	1-year change	Number of awards
Alabama	$15,881,000	$4,308,000	+ 44%	4,767*	$6,510,000	+ 45%	7,382	$45,000	+ 7%	16	$127,000	– 1%	64
Alaska	2,575,000	464,000	+104	307	—	—	—	—	—	—	2,111,000	+ 6	n/a
Arizona	3,427,000	3,410,000	0	4,980	—	—	—	17,000	0	20	—	—	—
Arkansas	5,107,000	4,137,000	+ 5	10,307	790,000	+ 6	388	—	—	—	—	—	—
California	164,747,000	161,859,000	+ 6	76,244	—	—	—	2,888,000	+ 13	724	—	—	—
Colorado	24,279,000	11,075,000	+ 7	14,480	9,768,000	+ 21	12,201	1,012,000	+ 22	800	1,143,000	+ 6	620
Connecticut	36,167,000	20,803,000	+ 5	15,500	—	—	—	—	—	—	200,000	0	20
Delaware	1,848,000	1,243,000	+ 30	1,509	197,000	+ 1	188	219,000	+ 30	225	—	—	—
District of Columbia	974,000	974,000	– 9	829	—	—	—	—	—	—	—	—	—
Florida	69,060,000	27,132,000	+ 35	25,116	40,526,000	+ 29	26,010	—	—	—	1,402,000	+ 19	757
Georgia	23,058,000	5,174,000	+ 12	14,141	16,316,000	+ 5	17,298	—	—	—	—	—	—
Hawaii	611,000	611,000	+ 12	700	—	—	—	—	—	—	—	—	—
Idaho	730,000	342,000	– 1	714	245,000	+ 67	98	143,000	– 1	86	—	—	—
Illinois	203,083,000	180,650,000	+ 5	112,000	18,285,000	+ 15	20,842	—	—	—	—	—	—
Indiana	47,454,000	46,488,000	+ 11	34,500	966,000	+ 5	808	—	—	—	—	—	—
Iowa	40,169,000	37,648,000	+ 16	22,442	478,000	+ 86	1,168	100,000	n/a	n/a	426,000	+ 8	140
Kansas	6,666,000	6,585,000	+ 2	4,492	31,000	– 14	78	—	—	—	—	—	—
Kentucky	19,393,000	19,393,000	+ 54	27,400	—	—	—	—	—	—	—	—	—
Louisiana	4,966,000	4,196,000	+ 51	4,292	764,000	+ 1	1,827	—	—	—	6,000	0	6
Maine	5,100,000	5,100,000	+172	8,000	—	—	—	—	—	—	—	—	—
Maryland	20,914,000	15,076,000	+ 2	17,977	4,989,000	+ 3	3,150	593,000	+ 9	1,119	121,000	– 13	221
Massachusetts	71,967,000	50,403,000	– 16	37,900	48,000	n/a	50	2,880,000	+ 15	1,500*	—	—	—
Michigan	74,878,000	69,919,000	– 1	56,856	—	—	—	3,241,000	+ 4	1,644	—	—	—
Minnesota	77,794,000	76,074,000	+ 31	66,527	—	—	—	—	—	—	—	—	—
Mississippi	1,841,000	1,136,000	– 9	2,200	35,000	+ 25	13	—	—	—	670,000	+ 17	117
Missouri	21,495,000	11,144,000	+ 3	8,950	10,091,000	+ 52	4,513	—	—	—	—	—	—
Montana	383,000	383,000	– 8	1,100	—	—	—	—	—	—	—	—	—
Nebraska	2,196,000	2,196,000	+ 8	3,328	—	—	—	—	—	—	—	—	—
Nevada	400,000*	352,000*	0	352*	—	—	—	48,000*	0	48*	—	—	—
New Hampshire	1,479,000	774,000	– 16	1,543	10,000	+100	10	1,000	– 67	1	—	—	—
New Jersey	102,080,000	94,821,000	+ 12	58,510	5,788,000	+ 19	4,976	1,013,000	+ 31	244	458,000	– 9	70
New Mexico	13,424,000	6,535,000	+ 17	9,055	3,988,000	+ 38	2,148	722,000	+103	101	2,000	+100	2
New York	439,124,000	396,090,000	+ 4	317,830	24,151,000	+ 10	64,203	11,910,000	+ 2	12,800	6,588,000	+ 17	1,417
North Carolina	58,425,000	2,569,000	– 16	2,550	24,566,000	+ 5	26,248	1,145,000	+ 14	110	—	—	—
North Dakota	1,492,000	1,200,000	– 3	2,000	292,000	+256	n/a	—	—	—	—	—	—
Ohio	80,041,000	52,770,000	– 2	73,000	26,830,000	+ 5	44,193	—	—	—	441,000	+ 35	126
Oklahoma	35,124,000	11,717,000	+ 1	14,522	2,892,000	+ 52	883	1,460,000	+ 1	1,504	309,000	+ 14	93
Oregon	11,748,000	11,748,000	+ 16	16,095	—	—	—	—	—	—	—	—	—
Pennsylvania	145,576,000	145,057,000	+ 10	122,654	519,000	– 4	201	—	—	—	—	—	—
Rhode Island	10,615,000	10,067,000	+ 2	9,400	123,000	+ 3	49	—	—	—	—	—	—
South Carolina	19,447,000	18,079,000	0	6,805	—	—	—	—	—	—	—	—	—
South Dakota	558,000	468,000	– 7	1,550	90,000	0	60	—	—	—	—	—	—
Tennessee	18,002,000	14,156,000	+ 9	24,000	560,000	+180	149	—	—	—	—	—	—
Texas	118,368,000	24,863,000	0	20,663	—	—	—	2,455,000	0	1,988	—	—	—
Utah	11,486,000	1,001,000	– 8	2,000	—	—	—	—	—	—	984,000	0	66
Vermont	11,177,000	10,807,000	– 3	10,920	—	—	—	158,000	– 3	85	—	—	—
Virginia	25,514,000	7,400,000	– 7	8,304	16,886,000	– 12	12,515	—	—	—	1,228,000	– 12	926
Washington	22,040,000	21,145,000	+ 52	22,340	32,000	n/a	32	1,000	0	1	—	—	—
West Virginia	12,953,000	5,550,000	+ 6	5,632	—	—	—	—	—	—	—	—	—
Wisconsin	44,757,000	42,102,000	+ 11	52,280	700,000	n/a	620	—	—	—	—	—	—
Wyoming	241,000*	241,000*	0	531*	—	—	—	—	—	—	—	—	—
Puerto Rico	20,198,000*	16,812,000*	0	36,782*	—	—	—	1,086,000*	0	3,718*	—	—	—
Total	**$2,151,032,000**	**$1,664,247,000**	**+ 7%**	**1,396,876**	**$217,466,000**	**+ 14%**	**252,301**	**$31,137,000**	**+ 8%**	**26,734**	**$18,216,000**	**+ 10%**	**4,645**

Note: All figures are subject to mid-year budget adjustments. The totals include spending for other grant programs, such as tuition-waiver and loan-forgiveness programs, that are not shown separately.
* 1989-90 data
n/a: Data not available or no comparable program in 1989-90

SOURCE: NATIONAL ASSOCIATION OF STATE SCHOLARSHIP AND GRANT PROGRAMS

Catholic College Adapts and Survives in Detroit

Continued From Preceding Page

of social justice. "If you really believe in social justice," he says, "how do you pack up and leave a city and its people when they're in trouble?"

For now, at least, Marygrove seems to be managing better than at any time in the past two decades. It has reached out to its neighbors with an extremely popular and lucrative series of continuing-education courses that attract 6,000 adults and children each year. Its endowment is climbing back up to the $3-million mark, where it was before the '67 riots. And Marygrove's enrollment of 1,099 students is the highest in its history.

A Friendly Place

Undergraduates hanging around in Marygrove's commuter lounge or cafeteria say they were attracted to the campus because it is a friendly place. They say Marygrove is known around town for the special attention that faculty members and administrators pay to students.

"It's like a family feeling here," says Classie Williams, a grandmother in her late 40's who is living in Florent Jillet Hall, the college's only dormitory. "Everyone is really interested in me doing good for myself."

Although Marygrove is on its way up, the shift from serving one group of students to serving another, entirely different group has strained the college. Faculty members and administrators alike say they have had to adjust to a decline in the academic capabilities of its students. "We are a product of the education system in Detroit, which has deteriorated," says President Shay. "Students had gaps in their educational backgrounds."

In 1975 the college instituted a series of tests to help insure that students who were admitted could do college-level work. Those who did not pass the exams were required to take remedial courses if they wanted to attend. Now, to bring their skills up to the freshman level, about 85 per cent of the students end up taking remedial mathematics courses, 40 per cent need special help in reading, and 45 per cent enroll in remedial writing courses.

Changing Expectations

The decline in students' abilities has also meant that Marygrove faculty members have had to redesign the curricula and change their expectations. In 1978 the institution received a federal grant to help faculty members adjust to teaching underprepared students. Some faculty members recall that others resented the changes.

"I can remember some early faculty meetings where people were saying, 'We don't know how to teach these students. You go out and bring me people I can teach,' " remembers Ms. Abram, the head of the college's social-science division. Ms. Abram says many faculty members had to change the way they taught and the subjects they covered. "It meant a shift in teaching responsibilities," she says. "Someone who taught Shakespearean literature was now being asked to teach reading." Marygrove officials say the changes do not mean the institution is admitting people who don't belong in college. "Here, the ability of students in the classroom just has a much wider range" than at other institutions, says Mr. Novak, the academic dean. "There are some very good students, but there are many who have been away from school for a while."

Ms. Abram says she believes most faculty members have adjusted to the new student population. "Once the students were admitted and you were forced to deal with them, what grew out of that was respect," she says. "Now, Marygrove faculty members really like the students we serve."

Chief among the college's current difficulties is its students' financial circumstances. Marygrove charges much less than many private liberal-arts colleges, but its $5,950 annual tuition is still more than most students here can afford.

Indeed, 95 per cent of the students receive some form of federal financial aid, and 65 per cent of the women who attend live on welfare payments that run between $4,000 and $5,000 a year, says Donald Hurt, director of financial aid.

"If the Pell Grant program were discontinued, Marygrove would be discontinued in about a year," says President Shay.

Many of the students at Marygrove make significant sacrifices to attend. Some of them say it's difficult just to get to classes each day. Tammy McCaster, a 24-year-old who is raising a five-year-old son, does not own a car and must take three buses to make it to the campus. "In my case, it benefited me to have a child early, because I knew I couldn't make it without an education," she says.

An Oasis in the City

Some students here learned about Marygrove because they came to classes with their mothers. Kimberly McGlothen, now a freshman, drives to the campus with her mother, Shirley, who like her daughter is pursuing a bachelor's degree. "I've been coming to Marygrove since I was 13," says the younger Ms. McGlothen.

Other Marygrove students say they chose the campus over nearby Wayne State University because Marygrove is so tranquil. Its seven-foot-high iron gates surround 68 acres of grass and trees, offering students an oasis in the middle of a city plagued by crime and poverty. "I didn't want to be around a lot of people," says Clara Fitten, a 21-year-old freshman. "I picked a spot where I could concentrate on my studies. I don't want to get caught up in anything else."

Although officials here say that the college is stable now, they add that even a small change, such as a slight decline in enrollment or a reduction in federal student aid, could upset the balance they have achieved.

They also acknowledge that the institution still has problems. Only 30 per cent of Marygrove's students graduate within six years, for instance, and the college is working on ways to encourage students to persist in their studies.

Many drop out because of health or financial problems, or because they cannot juggle school work, a job, and caring for their children. The college does not operate a day-care center on the campus, so students must stay home if their children are ill. Some end up bringing their children to classes.

In addition, some white students complain that they have had difficulty fitting in because of hostility from blacks. About 72 per cent of Marygrove's students are black.

"When I first came here, I knew I was going to a black college, but I didn't think that would get in the way," says Kim Urbauer, a 45-year-old white senior who is majoring in social work. "But this is the first time I've ever been attacked racially. I've had comments thrown at me."

Not all white students share Ms. Urbauer's views, however. Several say that being in the minority for the first time in their lives has been eye-opening. "The people here are black, but I don't see that," says Don Mazzola, the 42-year-old white president of Marygrove's Student Government Association. "If this school did anything for me, it's that it gave me a sensitivity to black issues and the kind of racism black people face." ■

FACT FILE: Earned Degrees, by Field of Study, 1988-89

	Bachelor's degrees				Master's degrees				Doctor's degrees			
	Men	Women	Total	5-year change	Men	Women	Total	5-year change	Men	Women	Total	5-year change
Agriculture, natural resources	9,295	4,193	13,488	– 30%	2,231	1,014	3,245	– 22%	952	232	1,184	+ 1%
Architecture, environmental design	5,580	3,611	9,191	0	2,191	1,187	3,378	+ 5	63	23	86	+ 2
Area and ethnic studies	1,613	2,336	3,949	+ 37	497	481	978	+ 10	57	53	110	– 21
Business and management	131,419	115,240	246,659	+ 7	48,557	24,597	73,154	+ 10	844	306	1,150	+ 18
Communications	18,567	28,818	47,385	+ 23	1,540	2,386	3,926	+ 12	135	107	242	+ 13
Communications technologies	696	544	1,240	– 21	170	137	307	+115	2	4	6	+ 50
Computer, information sciences	21,221	9,416	30,637	– 5	6,769	2,623	9,392	+ 52	457	81	538	+114
Education	21,662	75,326	96,988	+ 5	20,286	61,952	82,238	+ 7	2,894	3,889	6,783	– 9
Engineering	56,234	10,062	66,296	– 13	20,633	3,080	23,713	+ 18	4,121	400	4,521	+ 52
Engineering technologies	17,417	1,560	18,977	+ 1	722	106	828	+ 46	12	0	12	+500
Foreign languages	2,879	7,895	10,774	+ 14	602	1,309	1,911	+ 8	169	253	422	– 9
Health sciences	8,926	50,185	59,111	– 8	4,210	15,045	19,255	+ 10	612	827	1,439	+ 24
Home economics	1,380	13,337	14,717	– 10	311	1,863	2,174	– 10	59	204	263	– 6
Law	785	1,191	1,976	+ 55	1,491	607	2,098	+ 16	46	30	76	– 37
Letters	14,237	29,086	43,323	+ 28	2,272	4,336	6,608	+ 14	559	679	1,238	+ 2
Liberal/general studies	10,051	13,408	23,459	+ 25	495	913	1,408	+ 20	16	16	32	– 33
Library and archival sciences	16	106	122	– 52	816	3,124	3,940	+ 4	27	34	61	– 18
Life sciences	17,970	18,109	36,079	– 7	2,484	2,449	4,933	– 9	2,235	1,298	3,533	+ 3
Mathematics	8,221	7,016	15,237	+ 15	2,058	1,366	3,424	+ 25	711	171	882	+ 27
Military sciences	378	41	419	+115	0	0	0	–100	0	0	0	0
Multi/interdisciplinary studies	8,419	9,794	18,213	+ 9	1,966	1,259	3,225	+ 2	158	99	257	– 32
Parks and recreation	1,709	2,462	4,171	– 12	213	247	460	– 17	28	8	36	+ 33
Philosophy and religion	4,122	2,289	6,411	0	755	519	1,274	+ 10	341	123	464	+ 5
Physical sciences	12,097	5,107	17,204	– 27	4,204	1,533	5,737	+ 3	3,093	759	3,852	+ 17
Protective services	9,074	5,552	14,626	+ 16	722	324	1,046	– 14	19	8	27	– 13
Psychology	14,181	34,335	48,516	+ 22	2,799	5,780	8,579	+ 7	1,429	1,834	3,263	+ 10
Public affairs and social work	4,948	10,306	15,254	+ 6	6,398	11,530	17,928	+ 17	208	209	417	– 1
Social sciences	59,924	47,790	107,714	+ 16	6,493	4,361	10,854	+ 4	1,939	939	2,878	– 1
Theology	4,108	1,214	5,322	– 10	3,003	1,622	4,625	– 9	1,022	143	1,165	– 3
Visual and performing arts	14,558	23,223	37,781	– 5	3,598	4,636	8,234	– 3	443	312	755	– 4
Not classified by field of study	1,410	1,018	2,428	n/a	496	394	890	n/a	54	13	67	n/a
All fields	**483,097**	**534,570**	**1,017,667**	**+ 4%**	**148,982**	**180,780**	**329,762**	**+ 9%**	**22,705**	**13,054**	**35,759**	**+ 8%**

Professional degrees	Men	Women	Total	5-year change
Chiropractic	2,159	731	2,890	– 7%
Dentistry	3,139	1,108	4,247	–21
Law	21,048	14,519	35,567	– 4
Medicine	10,326	5,128	15,454	– 2
Optometry	683	410	1,093	+ 1
Osteopathic medicine	1,183	452	1,635	+ 8
Pharmacy	422	652	1,074	+51%
Podiatry, podiatric medicine	487	149	636	+ 5
Theological professions	4,639	1,366	6,005	–13
Veterinary medicine	981	1,176	2,157	– 5
All fields	**45,067**	**25,691**	**70,758**	**– 5%**

n/a: Data not available

SOURCE: U.S. DEPARTMENT OF EDUCATION

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Some anthropologists are shifting their focus from more exotic sites to territories closer to home: Page A5.

The search for a new president provides a college with a chance to reassess itself and challenge its assumptions, a report says: Page A11.

Cultural-awareness programs are becoming more popular on campuses as colleges try to help faculty members understand the needs of minority students: Page A11.

Changes in federal support for research have prompted the University of Alabama at Birmingham to re-evaluate its programs: Page A15.

Interference from politicians has made the search for a new chancellor at the U. of Illinois at Chicago a "nightmare," say faculty members and trustees: Page A15.

Royalty revenues from patented discoveries have increased dramatically, say the nation's biggest research universities: Page A23.

While colleges blame the professional leagues for some of the problems of intercollegiate athletics, the pros say the way colleges structure their programs is at fault: Page A29.

Bowing to pressure, the College of William and Mary has decided not to drop four sports: Page A29.

In eastern Germany, professors and students are angry over the "restructuring" of their institutions by western officials: Page A31.

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PRESSURE ON PUBLIC INSTITUTIONS

1991 Tuition Increases Expected to Outpace Inflation, but Some Private Colleges Will Slow the Upward Trend

By JEAN EVANGELAUF

Tuition increases will vary widely in 1991-92. Some private colleges will announce the lowest percentage increases in years, while many public institutions plan hefty increases to make up for shortfalls in state appropriations.

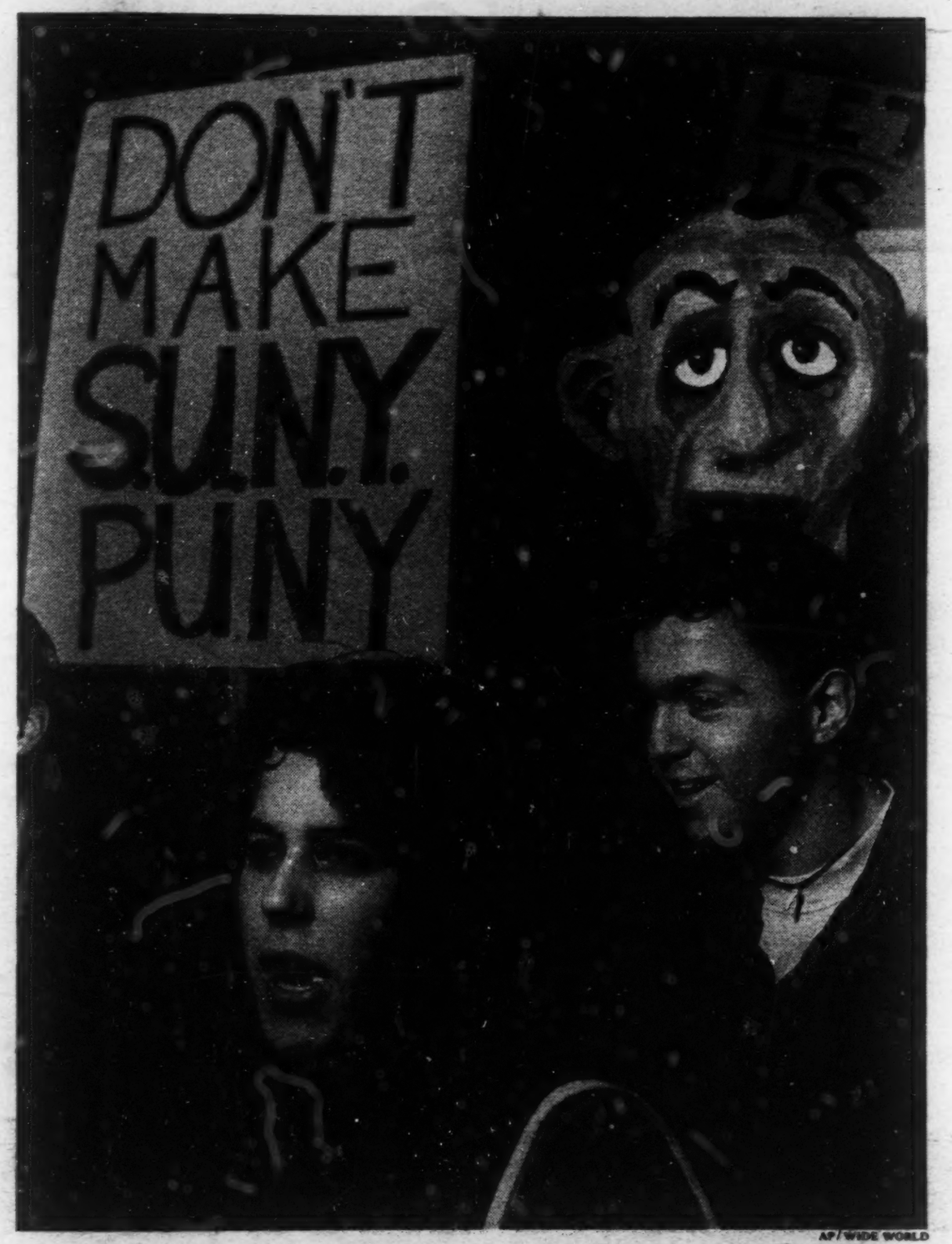
Over all, the rise in tuition is likely to outpace inflation in the next academic year, according to those who follow college financial trends.

For the 12 months that ended in January, inflation as measured by the Consumer Price Index was 5.7 per cent. Observers predict that at four-year private colleges, the average tuition will rise 7 per cent to 8 per cent. At four-year public institutions, the average rate of increase could approach double digits.

Throughout most of the 1980's, tuition rose faster than the C.P.I. at all types of institutions except public two-year colleges. Last year, the pace of tuition increases slowed but still exceeded the rate of inflation.

Tuition setting has been especially painful this year, college officials report. With the economy in a slump, administrators fear that raising tuition too sharply would drive financially strapped applicants to less-expensive competitors or discourage

Continued on Page A27



AP/WIDE WORLD

State University of New York students rally outside the office of Gov. Mario M. Cuomo to protest budget cuts and a $500 tuition increase that the Governor has proposed.

Applications Down at Private Campuses, Up at Public Colleges

By MICHELE N-K COLLISON

Many private colleges are receiving fewer applications from high-school seniors for the coming academic year, while public institutions are reporting increases of as much as 15 per cent.

Although some private-college officials interviewed for this story report increases, many say applications are down—by from 5 to 16 per cent. Small colleges seem to be hurting the most.

Uncertainty over the economy and a decline in the number of high-school graduates are contributing to the drop, admissions officials say. The recession, they say, is forcing parents and students who might otherwise consider enrolling at private colleges to look more seriously at lower-cost state institutions.

'Parents Thinking Long and Hard'

"It's a brand new ball game," says Neill F. Sanders, dean of undergraduate admissions at Vanderbilt University. "Parents are thinking long and hard about that four-year investment of time and money and are telling their children they ought to consider applying to their local college."

Says Tom Wieckowski, dean of enroll-

Continued on Page A28

Bleak Economic Outlook Forces Many States to Seek More Revenue From Their Public-College Students

By GOLDIE BLUMENSTYK

Gov. Mario M. Cuomo has long portrayed himself as a champion of low tuition at New York's public universities. When the Legislature proposed a $200 tuition increase for the State University of New York and the City University of New York two years ago, the Governor vetoed it and said he wished he could eliminate tuition altogether.

Now, with his state facing a potential $6-billion deficit, Governor Cuomo is seeking a $500 tuition increase. Together with the mid-year increases already approved—$200 at CUNY and $300 at SUNY—public-college tuition would rise by more than 56 per cent within a single year after remaining unchanged for eight years.

The situation is not unique to New York. Public colleges throughout the nation are proposing unusually large tuition increases. Crippled by budget woes, states are abandoning policies set by college officials and lawmakers that limited tuition increases or required tuition to cover a certain share of the cost of education.

'There Must Be a Change'

In many cases, state officials say they can no longer abide by the old policies because they need more tuition revenue. They say they are already saving as much money as possible through program cuts. The financial squeeze is even creating pressure for higher tuition in California and North Carolina, where traditions of low tuition have long been regarded as inviolable political tenets.

"There must be a fundamental change,"

Continued on Page A26

MARGINALIA

Concluding paragraphs of the minutes of a faculty meeting at a college that we, being charitable, will not identify:

"8. Announcement by Carpenter thanking us for a good job in getting mid-term grades in was never made. Therefore, the preceding statement should not be in the minutes so ignore it.

"The meeting never was adjourned. It merely dwindled away into nothingness about 6:30."

■

From *The Utah Statesman*, the newspaper at Utah State University:

"The Persian Gulf War has affected most Americans in some way.

"The same holds true, especially for Utah State University Assistant Basketball Coach Jim Boatwright. He played basketball in Tel Aviv, Israel, from 1974 through 1982. . . .

"Israel holds many special memories for Boatwright. He proposed to his wife in the manger where Christ was born on Christmas Eve in 1977."

If you say so.

■

Ad in *Daily Nexus*, the paper at the University of California, Santa Barbara:

"Intern at IV/UCSB Comm Relations Ctr in IV work on quality of lite issues."

Watt's *that* all about?

■

A map in the Lincoln (Neb.) *Star*, showing the location of 33 land-grant universities in a satellite network, put Colorado State University in the middle of Wyoming.

■

From Purdue University's *Purdue Experiment:*

"Former Purdue professor, Dr. Paul Ziemer returned Wednesday to inform students about his job in the Department of Energy in Washington.

"Ziemer, Assistant Secretary of Environment, Safety and Health, discussed the function of the department of energy and the changes that it has undergone in the past year.

" 'Having a total department budget of $18 million dollars per year, $4 billion goes especially to clean up and restore facilities that used toxic waste,' Ziemer said."

More creative budgeting in the hallowed halls of government.

■

From a description of the university seal in the general catalogue of the University of Missouri at Kansas City:

"The white grisly bear of Missouri, passant guardant proper—The bear appears to be walking leisurely with its face turned toward the spectator."

Grisly bears don't *need* to hurry.

—C.G.

In Brief

Bomb Found on Campus Claimed by Protest Group

SANTA BARBARA, CAL. — An anti-war group last week claimed responsibility for planting a pipe bomb outside the building that houses the Military Science Department at the University of California at Santa Barbara. The bomb was removed and disarmed by county sheriff's deputies.

The group, which called itself "The Rites of Spring," also issued bomb threats in telephone calls to the university police, claiming to have planted bombs in an administration building, the library, and the campus residence of Barbara S. Uehling, the chancellor. The buildings were evacuated, but no bombs were found.

Police are also investigating a fire that broke out in the administration building shortly before the call claiming a bomb had been planted there. Investigators found no evidence of a bomb and believe the fire was caused by an electrical malfunction. About $500,000 in damage ensued.

University officials said they did not believe student groups were connected to the incidents.

New Requirements Adopted by CUNY

NEW YORK—The City University of New York last week adopted new academic standards that require undergraduates to have completed a college-preparatory curriculum in high school or to take such courses while in college.

The standards are essentially new graduation requirements; the university will continue its policy of guaranteeing admission to all high-school graduates.

By tightening its requirements, CUNY hopes to insure that students enter the university better prepared for college-level work and that a higher proportion of them earn bachelor's degrees. "When universities raise their expectations of academic preparation, high-school students work to meet those expectations," said Chancellor W. Ann Reynolds in a statement.

A committee of faculty and staff members from CUNY and the New York City Board of Education will develop the course requirements. They will be phased in, beginning in fall 1992.

Purdue U. Supervisor Is Murdered at Her Desk

WEST LAFAYETTE, IND. — Police say a custodial-services manager at Purdue University was shot to death in her office by one of her employees, who is being held on murder charges.

Barbara A. Clark, who supervised 25 custodians on the evening shift, was shot three times in her office and declared dead 90 minutes later at a local hospital.

Robert L. Lyon, a custodian who was on extended disability leave at the time of the shooting, has been charged by police with her murder. A judge in Tippecanoe County Circuit Court entered a preliminary plea of not guilty for Mr. Lyon and set a hearing date of April 22.

After Mr. Lyon shot Ms. Clark, witnesses said, he put down his gun and told a secretary to call the police, said Joseph L. Bennett, vice-president for university relations.

Ms. Clark and Mr. Lyon had had several disputes about his job performance and attitude, Mr. Bennett said, adding that one dispute had led to Mr. Lyon's being placed on long-term disability leave.

After Assaults, Maine Acts to Improve Racial Climate

ORONO, ME.—Two black students at the University of Maine were the victims of a racial attack near the campus in which at least one student has been charged.

The assault and earlier racial incidents on the campus prompted the university to strengthen its efforts to combat racism and increase racial and ethnic awareness there. Details of those efforts—including an expansion of multicultural programs—were announced last week.

The students who were assaulted, Quester Hannah and Aaron Phillips, were reportedly riding in a car about two blocks from the campus when a group of nine white men threw something at the vehicle. When Mr. Hannah got out of the car, the group yelled racial slurs and assaulted him and Mr. Phillips. Both students were treated at a local hospital and released. Police estimated damage to the car at $900.

A student, Robert Y. Aldrich, was one of four men charged with assault and criminal mischief in the incident. The police said the other five men had not been directly involved in the attack.

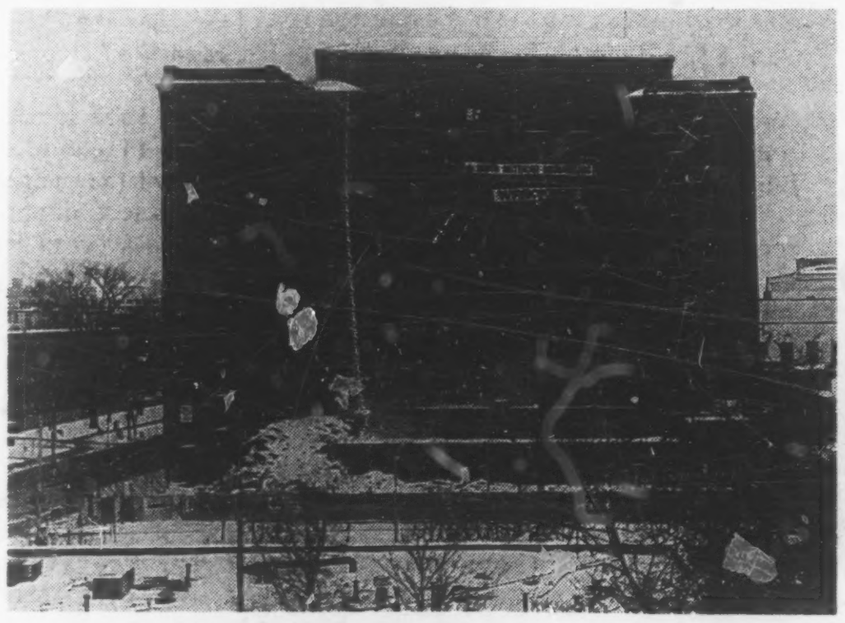
Judge Dismisses Bias Suit by Harvard Law Students

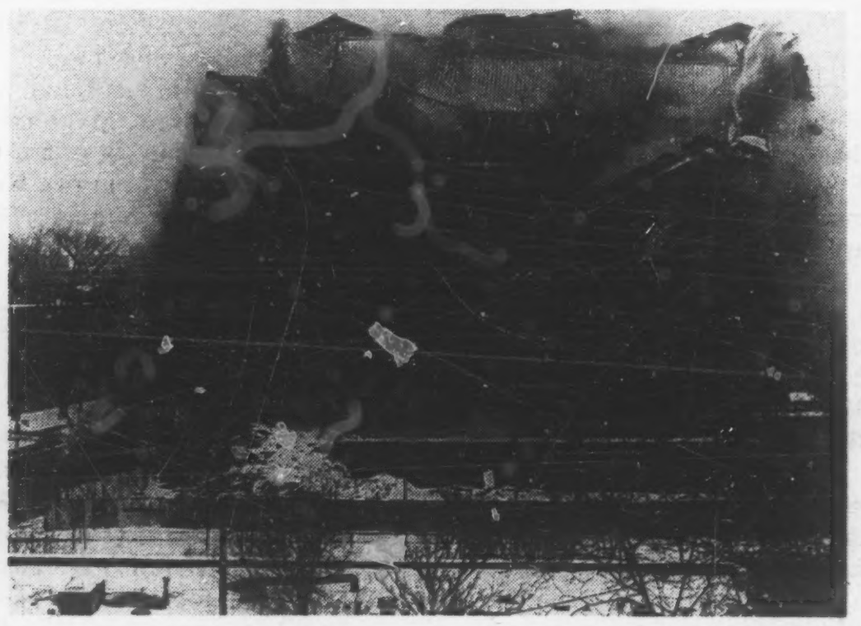
BOSTON—A state court last week dismissed a discrimination lawsuit that had been brought against Harvard University by a group of its law-school students.

The students accused the institution of failing to hire women, members of minority groups, homosexuals, and people with disabilities to fill tenured or tenure-track faculty openings.

A Middlesex Superior Court judge upheld Harvard's argument

FOR WAYNE STATE'S MACKENZIE HALL, A SHORT GOODBYE





PHOTOGRAPHS BY RICHARD LEE, DETROIT FREE PRESS

It took 13 seconds for the 65-year-old administration building at Wayne State University to become rubble. The detonation of 1,000 dynamite charges caused Mackenzie Hall to drop straight into its basement. The building had needed $22-million in renovations; a replacement was built for $12.7-million. For now, the site will be a parking lot.

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that, under state law, the only people who can bring suits for employment discrimination are employees, would-be employees, or employees who had been dismissed or laid off.

The students, who formed a group called the Harvard Coalition for Civil Rights, plan to appeal the decision. The judge's dismissal did not address whether or not Harvard's hiring practices are discriminatory, as claimed in the original complaint, a coalition spokeswoman said.

Harvard Law School has 65 tenured and tenure-track professors; five are white women and five are black men. Of the 26 faculty members hired in the past 10 years, six were women and four were black men, a university spokesman said.

The school's hiring practices gained attention last year when Derrick Bell, Harvard's first tenured black law professor, began an unpaid leave of absence that he said would not end until a black woman gained tenure in the school.

Trustees' Chairman Says President Attacked Him

CLEVELAND — The Board of Trustees at Cuyahoga Community College was expected to meet last week to discuss whether to fire the college's president.

Meanwhile, Nolen M. Ellison, president of the college since 1974, sued the trustees for holding secret meetings and for harassing him.

Owen L. Heggs, the chairman of the board, said in an interview that he had been assaulted by Mr. Ellison during a closed-door meeting of the trustees on February 19. While he declined to provide details of the assault, the Cleveland *Plain Dealer* reported that the president had hit the board chairman twice in the head. Mr. Ellison says in his lawsuit that Mr. Heggs provoked him.

Mr. Heggs said the board had notified the president of a pre-termination hearing to be held late last week.

Mr. Ellison was reportedly seeking a restraining order to prevent the board from meeting.

Conflict between the trustees and the president arose after Mr. Ellison said he would leave the college when his current contract expired in 1992. He later changed his mind, but the trustees appointed a presidential search committee, anyway.

Mr. Ellison has declined to comment on the controversy.

Corrections

A table of college endowments (*The Chronicle*, February 13) misidentified Texas Christian University as a college. In addition, because of various reporting problems and technical changes, some figures in the National Association of College and University Business Officers compilation of endowments were incorrect. A table showing revised figures appears on Page A25.

PORTRAIT

New President Sees U. of Houston on 'the Cusp of Greatness'

By KATHERINE S. MANGAN

HOUSTON

The appointment last spring of Marguerite Ross Barnett as president of the University of Houston received a Texas-sized helping of press coverage. She was, after all, both the first black and the first woman to be named to head the flagship of the four-campus Houston system.

After a semester on the job, Ms. Barnett is still making newspaper headlines, but the focus has shifted to her ambitious plans for an institution that she says is "literally on the cusp of greatness."

Ms. Barnett is one of only seven black women in the nation presiding over four-year, public universities. But she shrugs off questions about the significance of being a black woman in a job that has traditionally been held by a white man. "That's going to be a news story until people get beyond that to ask what you are going to do," she says. "Then people respond to your agenda."

An animated woman whose pace exhausts even her most energetic colleagues, Ms. Barnett has become the university's most effective and talked-about booster. She has kept a busy schedule of meetings with business and community leaders to outline her goals for the university, which include a center for university-school partnerships that she hopes will become a national model for school reform.

At the same time, she has reorganized the administration, kept monthly office hours to chat with students, and regularly attended faculty governance meetings.

Sinking into her chair for an early-morning interview, Ms. Barnett apologizes for being out of breath, but says she has just hurried back from another appointment. "It's like trying to take sips of water from a fire hydrant," she says of her schedule of late. "It's been hectic, but it's been fun."

MARY URECH ROBERTS, THE HOUSTON POST

Marguerite Ross Barnett: "It's like trying to take sips of water from a fire hydrant. It's been hectic, but it's been fun."

Encyclopedic Knowledge

Just six months into the job, Ms. Barnett seems to have an encyclopedic knowledge of the university, spouting with ease facts and figures about sponsored research, faculty awards, and student demographics. When asked about her goals for her campus of 33,000 students, she talks passionately about the role that public urban universities should play in addressing issues ranging from homelessness to space exploration.

"Public universities must be engaged in helping society solve its key conundrums," says Ms. Barnett. "That will be our role into the 21st century as urban research universities in the same way land-grant institutions helped solve the problems of the 19th century."

Ms. Barnett took the helm of the University of Houston at a time when it was already being referred to by state education leaders as an institution on the rise. Not only is it closing the gap with the University of Texas and Texas A&M University in terms of federal research support, but it has also made impressive gains in recruiting nationally prominent faculty members, according to Don W. Brown, deputy commissioner of the Texas Higher Education Coordinating Board.

"I've heard nothing but glowing comments about her," he says. "She's wearing a halo right now."

Even before she took office, Ms. Barnett was laying the groundwork for the Texas Center for University-School Partnerships, which she hopes to open this spring. Modeled after a similar effort she spearheaded at the University of Missouri at St. Louis, where she was chancellor before coming here, the center will be an umbrella organization to help educators analyze and implement successful strategies for school reform.

"Public universities must be engaged in helping society solve its key conundrums. That will be our role into the 21st century."

"Over the last 10 years, which have really been a decade of school-reform efforts, we have learned an awful lot about how to improve schools," says Ms. Barnett. "What we haven't figured out is how to help communities evaluate and use that knowledge."

The center's researchers will study ways in which higher-education institutions have successfully collaborated with public-school systems. They will then help school administrators select an approach they think could succeed in their schools, and help them replicate it.

Plans to Go Statewide

The center will focus first on schools in the Houston area, but Ms. Barnett hopes eventually to take it statewide. Several area universities—including Rice and Texas Southern Universities, the University of Houston–Victoria, and the University of St. Thomas—have indicated an interest in collaborating with the center's programs.

Ms. Barnett, who is credited with boosting the prestige of her former Missouri campus and being one of its most successful fund raisers ever, expects to play a major role in the University of Houston's upcoming $350-million campaign. It will get under way this spring and benefit all four of the system's campuses.

Ms. Barnett seems as comfortable in the corporate boardroom as she does in a staff meeting. She won accolades from the business community in St. Louis, and is doing so again in Houston.

"She's results-oriented—she's just the type of leader who tends to move institutions in quantum leaps forward," says Kenneth L. Lay, chairman of the system's Board of Regents and chairman and chief executive officer of Enron Corporation, a Houston-based energy company.

Stuart Hall, president of the university's Faculty Senate and an associate professor of geoscience, says that Ms. Barnett has attended nearly all of the senate's meetings since she came to the campus, and that she seems genuinely supportive of the faculty governance structure. She also has appointed a faculty representative—Mr. Hall—to her cabinet, something none of her predecessors had ever done.

'Willing to Listen'

"She has strong views, but at the same time she seems willing to listen to people and absorb their points of view before making a decision," Mr. Hall says.

In Ms. Barnett's first months as president, the complaint heard most frequently from students and faculty members was that she was not very visible on campus.

"Some students are disappointed that they don't see her very much," says Paul E. Hoglund, a senior who is president of the university's Students' Association. "But she's working in the community trying to get more money and prestige for the university, and I can respect that."

By streamlining an administration that many felt had become top-heavy and cumbersome, Ms. Barnett has made it easier for students and others at the university to know where to turn when they have a problem, Mr. Hoglund says.

Before moving to St. Louis, Ms. Barnett served as vice-chancellor for academic affairs in the City University of New York system. Earlier, she taught political science at Columbia, Howard, and Princeton Universities.

Ms. Barnett, who as a child hoped to be a scientist, changed her mind after becoming engrossed in a college course on Indian politics. For her doctorate, she spent two years in South India conducting research. Her study of ethnic and cultural pluralism that came out of the experience won a top book prize from the American Political Science Association.

Ms. Barnett usually deflects most personal queries, and her family relishes privacy. Just the same, her husband, Walter King, made headlines of his own in September when he became the first black member of an exclusive Houston golf club. The couple's daughter, Amy, is a senior at Brown University.

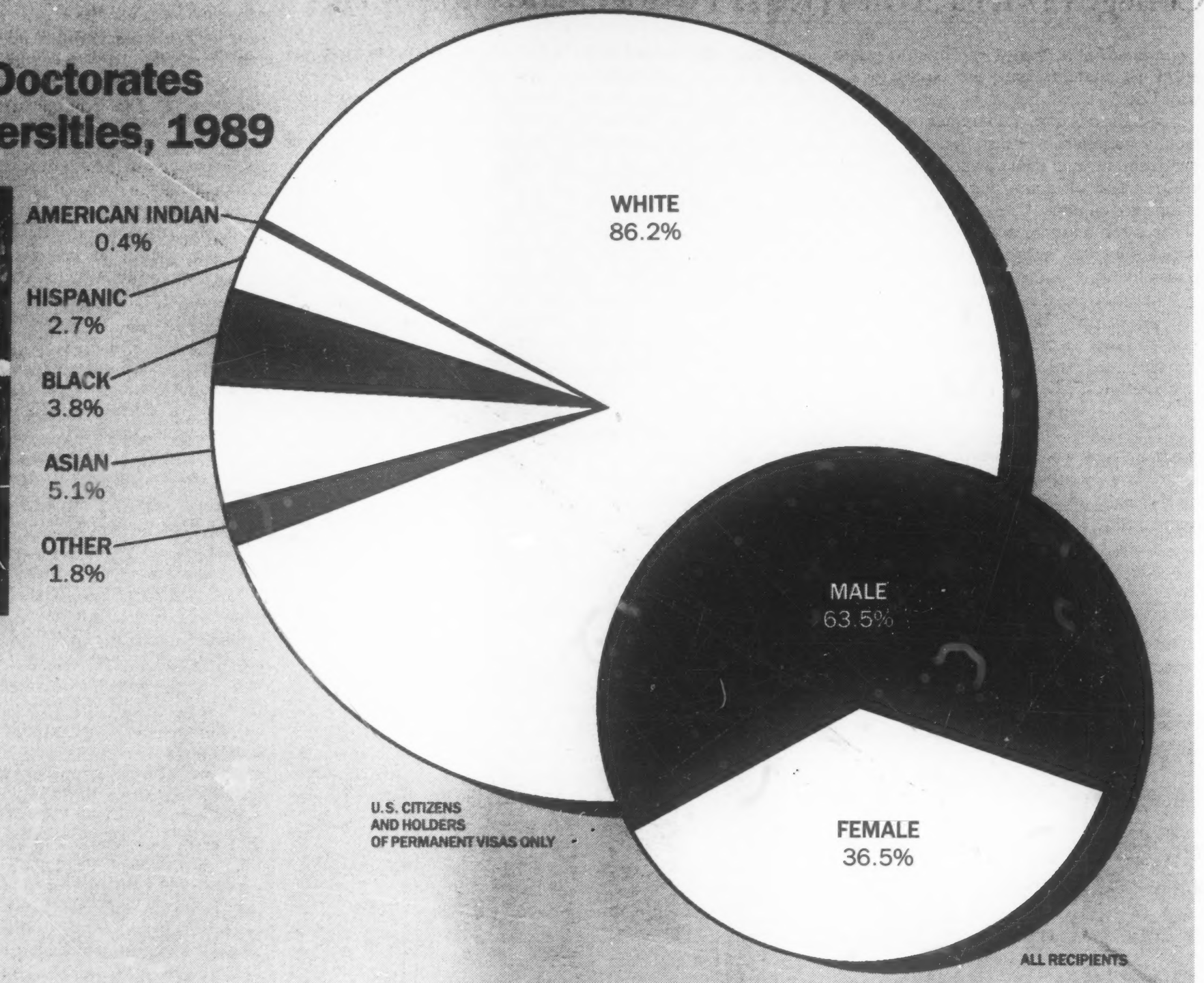
While the University of Houston system is overshadowed in size—and, many would say, prestige—by the University of Texas and Texas A&M Systems, Ms. Barnett believes her institution has a unique mission.

"There are so many people who would not have had the opportunity to acquire a college education, attend professional schools, or achieve success in life without the University of Houston," she says, adding that that is "one of the wonderful things about urban institutions."

"Those people," she says, "truly understand the importance of public education and the kind of access it provides." ■

FACT FILE

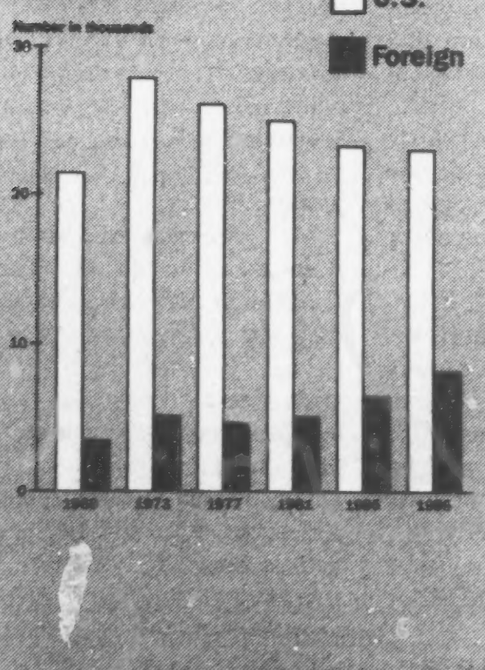
Recipients of Doctorates from U.S. Universities, 1989



Where They Came From

United States 23,172
Taiwan 962
South Korea 926
India 676
China 641
Canada 358
Iran 215
England 155
Japan 144
Greece 141
Mexico 134
West Germany 134
Thailand 132
Egypt 127
Brazil 121
Hong Kong 116
Nigeria 113
Israel 93
Saudi Arabia 88
Turkey 88
Malaysia 77
Australia 77
Italy 75
Indonesia 72
Jordan 71
Pakistan 70
Other 5,341

U.S. and Foreign Recipients 1969-1989



SOURCE: "SUMMARY REPORT 1989," NATIONAL RESEARCH COUNCIL

	All fields [1]	Arts and humanities	Business and management	Education	Engineering	Life sciences	Physical sciences	Social sciences	Professional fields [2]
Doctoral degrees conferred	34,319	3,558	1,071	6,265	4,536	6,343	5,460	5,955	1,076
Median age at conferral	33.8	35.7	35.1	41.1	31.1	32.2	30.2	33.9	38.5
Median number of years from bachelor's degree to doctorate	10.5	12.5	11.7	17.3	8.1	9.1	7.3	10.3	14.7
Median number of years registered as a graduate student	6.9	8.4	7.0	8.2	6.0	6.5	6.1	7.4	8.1
Proportion with bachelor's degree in same field as doctorate	54.2%	55.5%	34.2%	38.5%	76.2%	53.4%	66.2%	52.3%	23.5%
Sex									
Male	63.5%	54.5%	73.9%	42.5%	91.8%	61.8%	81.2%	54.8%	56.4%
Female	36.5	45.5	26.1	57.5	8.2	38.2	18.8	45.2	43.6
Citizenship									
United States	67.5	76.4	61.5	82.9	40.9	71.1	59.0	70.4	73.3
Non-U.S., permanent visa	4.7	5.9	6.3	2.6	8.0	4.1	4.9	3.7	5.2
Non-U.S., temporary visa	19.2	9.6	24.5	7.1	42.4	18.0	28.0	13.6	11.5
Unknown	8.6	8.1	7.7	7.4	8.8	6.9	8.0	12.2	9.9
Racial and ethnic group [3]									
American Indian	0.4	0.2	0.1	0.4	0.3	0.3	0.5	0.4	0.7
Asian	5.1	2.9	6.7	1.9	16.2	5.2	7.2	3.1	3.3
Black	3.8	2.8	2.2	8.0	1.4	2.1	1.3	4.2	6.4
White	86.2	88.2	87.5	85.7	77.4	88.3	86.0	87.5	86.3
Puerto Rican	0.7	0.8	0.1	1.0	0.3	0.6	0.7	0.8	0.5
Mexican-American	0.7	0.8	0.3	0.9	0.6	0.5	0.4	1.0	0.6
Other Hispanic	1.3	2.1	1.0	1.2	1.2	1.0	1.3	1.5	1.3
Other and unknown	1.8	2.3	2.1	0.9	2.5	2.0	2.6	1.6	0.9
Planned postdoctoral study									
Fellowship	11.3%	3.5%	0.7%	1.6%	5.8%	29.7%	17.8%	8.4%	1.5%
Research associateship	9.0	1.1	1.1	1.3	11.7	16.3	22.4	2.7	1.3
Traineeship	1.0	0.2	0.6	0.3	1.4	1.4	0.9	1.6	0.6
Other	1.5	1.1	0.3	0.9	0.5	4.1	0.8	1.3	0.4
Planned postdoctoral employment									
Educational institution	39.0	67.6	75.7	63.3	23.1	20.5	20.0	36.7	52.7
Industry or business	13.5	4.3	7.9	6.0	34.6	8.3	20.9	11.2	8.9
Government	6.3	2.1	1.6	8.2	7.0	6.1	4.4	9.5	5.3
Non-profit organization	4.2	4.9	0.6	5.0	1.2	2.6	0.6	9.0	14.0
Other or unknown	2.8	3.8	1.1	3.3	1.9	1.9	1.5	4.8	2.9
Postdoctoral status unknown	11.4	11.4	10.4	10.2	12.8	9.2	10.7	14.8	12.5
Primary postdoctoral employment activity									
Research and development	28.9%	7.0%	34.1%	5.8%	63.5%	44.0%	59.4%	24.4%	11.0%
Teaching	36.9	72.4	54.0	36.3	20.0	28.5	26.8	29.8	50.6
Administration	12.6	4.5	3.0	36.7	1.7	6.1	2.1	6.2	12.2
Professional services	12.4	5.0	1.9	11.1	6.0	11.4	3.8	31.4	15.6
Other	3.1	5.2	1.8	2.8	2.4	4.0	2.4	2.5	4.3
Unknown	6.2	5.9	5.1	7.4	6.4	6.0	5.5	5.7	6.3

[1] Includes degree categories not listed separately
[2] Excludes business and management, which is listed separately
[3] Figures cover only U.S. citizens and those with permanent visas

Business & Philanthropy

Give & Take

The Johns Hopkins University has decided to drop its tobacco investments.

"The holding of tobacco stocks is incompatible with the university's mission to disseminate information on the treatment and prevention of disease and illness," the university's trustees said in a statement. Hopkins will sell $5.3-million in stocks and bonds of four companies that make cigarettes, a university spokesman said.

The trustees' vote came just hours before William C. Richardson was installed as the university's 11th president. Mr. Richardson, a health-policy expert, was a member of a trustee committee that recommended divestment.

Hopkins is the latest university to cut its ties with the tobacco industry. Last year the City University of New York and Harvard University announced they were selling their tobacco stock.

And last month the director of California's Public Health Department urged colleges, universities, and pension funds to sell their stocks. Stanford University and the University of Southern California have said their institutions' investment committees are considering the tobacco issue.

■

Two men who were long-time companions have bequeathed $200,000 to establish a scholarship fund for lesbian and gay students at San Francisco State University and other institutions in the Bay area.

It is believed to be one of the few scholarships specifically for gays and lesbians and perhaps the only one established by gay lovers.

The gift is from the estate of Thomas Markowski, who attended classes at San Francisco State and who died in 1987, and James Leach, who died in 1989. Both men were computer analysts; both had AIDS.

The fund will provide up to 13 $1,000 scholarships annually to gay and lesbian students. Terms of the will state that the University of California at Berkeley and Stanford University will be invited to participate in the scholarship fund. The San Francisco State University Foundation will administer the funds for the participating institutions and will manage the endowment's portfolio.

Ronald Barr, San Francisco State's director of development, said the scholarship would be open to students who identified themselves as lesbian or gay.

Mr. Barr said the university anticipated questions about the legality of the scholarship, in light of the controversy over whether colleges may use their funds for scholarships for minority-group members. He said the university did not expect the scholarship to be challenged because the fund came from a private source and because the concerns raised about minority scholarships involved only racial minorities.

"We think a legal challenge is remote at best," he said.

Major Research Universities Report Big Increases in Royalty Revenues From Patented Discoveries

21 institutions say 1990 income was 28% higher than 1989's

By KAREN GRASSMUCK

SAN FRANCISCO

The nation's major research universities are reporting sharp increases in the amount of money they earn on their researchers' patented discoveries, according to the results of a survey released here last week.

Royalty revenues earned in 1990 by 21 of the nation's largest research institutions were 28 per cent higher than in 1989, the survey found—a total of $49.33-million, up from $38.64-million in fiscal 1989.

The trend is expected to continue. Institutions in the survey expect to earn a total of nearly $68-million in royalties this year.

The survey results were released at the annual meeting of the Association of University Technology Managers, an organization that represents licensing and patenting officials at 492 universities in the United States and around the world.

"The data show that there has clearly been a big increase in overall royalty revenues," said Marjorie Forester, who presented the findings and supervised the survey. She is director of the Office of Sponsored Programs Administration at the University of Maryland at Baltimore.

Royalty Income at Research Universities

	[illegible]	[illegible]
Stanford University	$11,060,000	$13,850,000
University of California system	9,800,000	12,200,000
Columbia University	5,500,000	7,000,000
Massachusetts Institute of Technology	3,100,000	4,000,000
Cornell University	1,200,000	2,300,000
University of Washington	1,110,000	1,780,000
Harvard University	1,070,000	1,530,000
University of Minnesota	1,300,000	900,000
Johns Hopkins University	400,000	830,000
University of Colorado	690,000	760,000
Pennsylvania State University	650,000	730,000
University of Michigan	620,000	730,000
Yale University	550,000	630,000
Washington University	500,000	520,000
University of North Carolina at Chapel Hill	230,000	440,000
University of Illinois	260,000	350,000
University of Rochester	120,000	320,000
Duke University	360,000	300,000
University of Southern California	120,000	160,000

SOURCE: TELEPHONE SURVEY BY U. OF MARYLAND AT BALTIMORE

Growth in Patenting and Licensing

The jump in royalty revenue reflects the growing activity among universities in patenting and licensing their professors' inventions, Ms. Forester said. Many technology-transfer programs that were started in the last five years may now be producing results, she added.

Until now, information about universities' royalty income has been hard to come by. The new survey is the first comprehensive effort to gather data on technology-transfer activity at major research universities. Beginning this year, the technology-managers association plans to conduct an annual survey of its members to gather such data.

Stanford University was the top royalty earner in the last two years—$13.8-million in 1990, up from $11-million in 1989. Gaining on Stanford is the University of California system, which reported $12.2-million in royalty revenues, up from $9.8-million the previous year.

Like several universities in the survey, Stanford said its royalty income would increase this year. Stanford expects to earn $23.7-million in 1991, mainly in royalties

Continued on Page A25

Increasing Productivity at Colleges Is a Hot Topic for the 1990's

ED SOUZA, STANFORD UNIVERSITY

William F. Massy, head of the Institute for Higher Education Research: "There's nothing that we're doing at Stanford that is not shared by many universities."

By LIZ McMILLEN

WASHINGTON

Increasing productivity has become a high priority for higher education in the 1990's, if the talk at a conference here last week is any indication.

Reporter's Notebook

For financial officers, productivity can mean anything from increasing administrators' efficiency to stretching more out of tight budgets. Academic administrators, meanwhile, are concerned with improving the quality of teaching and research.

Representatives of those groups as well as analysts of education policy gathered at the National Symposium on Strategic Higher Education Finance and Management Issues in the 1990's to trade thoughts on what they all agreed was a major issue: how higher education can do what it does, better and more efficiently.

"Getting more bang for the buck" was a theme sounded many times here, but colleges have not yet defined what it means to be well managed, many said.

Until the 1970's, a productive institution was one that was continually expanding its enrollment and the scope of it curriculum, said James R. Mingle, executive director of the State Higher Education Executive Officers.

Now, colleges and universities are struggling to come up with new definitions of productivity, while balancing other goals such as equity, pluralism, and stability, he said.

Other officials noted a desire for change on many campuses—as well as a reluctance to stray far from the way things have always been.

"There's a feeling that 'yes, we need to do something, but do we need to do a lot?' That could be painful," said Frederick A. Rogers, vice-president for finance and treasurer at Cornell University.

"The need for dire reconsideration is not self-evident or welcome in many circumstances," he added.

The conference was sponsored by the National Association of College and University Business Officers, the Office of Educational Research and Improvement of the U.S. Department of Education, and the College Board.

■

Many institutions put a clamp on faculty growth in the 1970's, but no such limits

Continued on Following Page

PHILANTHROPY NOTES

- **McDonnell Foundation gives $4.3-million for learning projects**
- **Laurance Rockefeller awards $5-million to California institute**
- **Florida State U. gets $4-million for structural-biology program**

The James S. McDonnell Foundation has awarded a total of $4.3-million to 12 universities and a school district to improve children's learning in the classroom.

The projects will draw on research in cognitive science, which combines insights and methods from psychology, computer science, and linguistics to examine how people acquire, retain, and use information. The grants will be awarded over three years.

Grants were received by Brown, Clark, Gonzaga, Harvard, Stanford, Vanderbilt, and Yale Universities; the Universities of Rochester and Washington; the University of California at Berkeley; Washington State University; and the Ontario Institute for Studies in Education. The Mercer Island School District also received a grant and will collaborate with the University of Washington.

Based in St. Louis, the independent foundation was established in 1950 by James S. McDonnell, the aerospace pioneer and founder of the McDonnell Douglas Corporation who died in 1980.

■

Laurance S. Rockefeller has given $5-million to the California Institute of Integral Studies to support the graduate school's academic and administrative operations.

The gift will expand a computer system linking the institute's administrative offices, establish programs for faculty recruitment and development, and finance pay raises for employees. A portion of the gift will also create a fund to finance a new building.

The institute, which was founded in 1968 by the philosopher and scholar Haridas Chaudhuri, is an independent graduate school that attempts to integrate the intellectual and spiritual insights of Western and Eastern traditions. It offers degrees in psychology, philosophy, religion, and anthropology, among other disciplines.

A long-time supporter of the institute, Mr. Rockefeller is a member of the family of bankers, industrialists, and philanthropists. Mr. Rockefeller's gift was donated through his Fund for the Enhancement of the Human Spirit, an institute spokeswoman said.

■

The Lucille P. Markey Charitable Trust has awarded a $4-million grant to Florida State University to support its program in structural biology.

The grant, to be awarded over five years, will allow Florida State's Institute of Molecular Biophysics and Structural Biology to hire 10 new faculty members. The institute's research includes studying the shape and function of molecules by using magnetic fields, electron beams, and X-rays.

The Markey Trust was established by the will of Ms. Markey, owner of Calumet Farm, a thoroughbred-breeding and racing stable in Lexington, Ky. She directed that the entire trust be distributed by 1997—15 years after her death—to non-profit organizations involved in medical research. Since the first grant in 1983, the trust has awarded approximately $320-million. —JULIE L. NICKLIN

College Endowments: a Correction

Institution	Market value June 30, 1989	Market value June 30, 1990
Columbia University	$1,408,167,000	$1,494,938,000
Dartmouth College	573,754,000	593,952,000
University of Virginia	445,566,000	487,007,000
Smith College	325,489,000	341,927,000
Williams College	291,062,000	314,679,000
Grinnell College	293,402,000	286,770,000
University of Pittsburgh	258,859,000	279,641,000
Vassar College	227,051,000	240,670,000
Georgia Institute of Technology	163,525,000	200,446,000
Purdue University	135,095,000	170,760,000
University of Alabama System	144,988,000	155,000,000
Bowdoin College	144,119,000	151,744,000
State University of New York at Buffalo and Foundation	139,538,000	149,632,000
Academy of the New Church	135,353,000	141,843,000
Loyola Marymount University	96,602,000	106,353,000
Whitman College	91,857,000	99,935,000
Bucknell University	87,496,000	98,193,000
College of William and Mary	74,236,000	87,591,000
Marquette University	71,988,000	83,085,000
College of the Holy Cross	78,232,000	81,055,000
University of Iowa Foundation	68,069,000	80,741,000
University of Vermont	71,500,000	74,924,000
Mills College	67,758,000	71,220,000
University of Colorado Foundation	59,009,000	68,475,000
Albion College	50,014,000	52,853,000
Dickinson College	42,774,000	46,492,000
Wittenberg University	39,221,000	40,418,000
Hollins College	37,878,000	40,067,000
Wentworth Institute of Technology	25,699,000	27,953,000
Old Dominion University	19,845,000	19,189,000
Hiram College	15,129,000	16,831,000
Albright College	14,448,000	15,131,000
Emporia State University Endowment Association	13,521,000	14,254,000
University of Evansville	11,746,000	12,577,000
Pittsburg State University	7,118,000	9,009,000
Saint John Fisher College	8,044,000	8,124,000
Grand Valley State University	6,565,000	7,141,000

Note: A table listing the value of 376 college endowments (The Chronicle, February 13) gave incorrect 1989 figures for these institutions.

SOURCE: NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY BUSINESS OFFICERS

Research Universities Report Big Increases in Royalty Earnings

Continued From Page A23

earned on a patented process for producing monoclonal antibodies. In an unusual agreement, Amgen Inc., a biotechnology company in Thousand Oaks, Cal., has prepaid $4.7-million that it expects to earn through 1997 on a license to use the process.

2 Refuse to Disclose Revenues

The University of California system said it expected its royalty income to increase to $16-million, and the Massachusetts Institute of Technology said its income would jump from $7-million to $10-million this year.

The institutions in the survey are among the top 25 recipients of federal grants, according to data from the National Science Foundation. The University of Pennsylvania and the University of Wisconsin at Madison refused to disclose their revenues. Two other institutions among the 25 grant recipients are individual campuses in the University of California system, which reported their royalty revenues as part of the systemwide total. ■

Private Grants and Gifts

GEORGE I. ALDEN TRUST
370 Main Street
Worcester, Mass. 01608
Student aid. For scholarships: $100,000 challenge grant to Springfield College.

JAMES GRAHAM BROWN FOUNDATION
132 East Gray Street
Louisville, Ky. 40202
Facilities. To provide access to the handicapped in five buildings on the campus: $200,000 to Brescia College.
—For an addition to the library: $500,000 to Georgetown College (Ky.).

COUNCIL ON LIBRARY RESOURCES
1785 Massachusetts Avenue, N.W.
Washington 20036
Libraries. For policy studies and implementation planning on future library resources and services: $100,000 each to Columbia U., Harvard U., the Research Triangle Universities,, and State U. of New York Center Libraries.

CAMILLE AND HENRY DREYFUS FOUNDATION
445 Park Avenue
New York 10022
Chemistry. To support junior faculty members in chemistry: $620,000 divided among Carleton College, Franklin and Marshall College, Furman U., San Jose State U., Skidmore College, Smith College, Tennessee Technological U., Trinity U. (Tex.), U. of North Carolina at Charlotte, and U. of Wisconsin at Eau Claire.

FLETCHER JONES FOUNDATION
One Wilshire Building
645 South Grand Avenue
Los Angeles 90017
Computers. To purchase computer equipment: $87,500 to Fresno Pacific College.

W. M. KECK FOUNDATION
555 South Flower Street
Los Angeles 90071
Health care. For an ambulatory-care center in the hospital and research institute: $3-million to U. of Southern California.

KNIGHT FOUNDATION
One Cascade Plaza
Akron, Ohio 44308
Journalism. For a professorship in journalism: over $1-million to Florida A&M U.
Liberal arts. For curriculum development: $250,000 challenge grant to Antioch College.

HENRY LUCE FOUNDATION
111 West 50th Street
New York 10020
Asian affairs. To inform Americans about Chinese culture and to provide support services for Chinese students and scholars: $300,000 to China Institute in America.
—For a new program for visiting scholars from China at small church-related colleges in North America: $300,000 to United Board for Christian Higher Education in Asia.
—For the Asian Art Fellowship Program: $225,000 to Asian Cultural Council.
—To develop study-abroad programs for American undergraduates in Indonesia, Thailand, and Vietnam: $225,000 to Council on International Educatio nal Exchange.
—For development of a union catalog of Chinese rare books, involving a consortium of 12 American libraries working closely with Peking U. Library: $175,000 to Research Libraries Group.
—For research on China's Cultural Revolution: $150,000 to Harvard U.
—For seminars, conferences, and publications on China: $135,000 to Woodrow Wilson International Center for Scholars.
Education. For a summer institute to prepare a corps of recent college graduates to teach in schools suffering from persistent teacher shortages: $150,000 to Teach for America.
Leadership. For the Foundations of Leadership program: $70,000 to Marietta College.
Theological education. For the Asian aspect of the seminary's globalization program: $270,000 to Columbia Theological Seminary (Ga.).
—For a program to train seminarians for service and for faculty development in Appalachia: $150,000 to Appalachian Ministries Educational Center (Ky.).
—For a program of faculty development in Asian and Pacific regional culture and theology: $150,000 to Graduate Theological Union (Cal.).
—For the World Religions Program: $150,000 to Interdenominational Theological Center (Ga.).
Writing. For a program on machine-assisted creative writing: $300,000 to Rensselaer Polytechnic Institute.

JOHN M. OLIN FOUNDATION
100 Park Avenue, New York 10017
International studies. For the International Security Programs: $420,000 to Yale U.
Law. For the institutions' joint program in law and rational choice: $364,700 to California Institute of Technology and U. of Southern California.
—For programs in law and economics: $150,000 to George Mason U.

Z. SMITH REYNOLDS FOUNDATION
101 Reynolds Village
Winston-Salem, N.C. 27106-5199
Leadership. For the Institute for Multicultural Education and Training: $50,000 to Lenoir-Rhyne College.
Poverty. For anti-poverty programs based at the university: $50,000 to East Carolina U.
Support. For professorships and for student aid: $500,000 to Winston-Salem State U.

SID W. RICHARDSON FOUNDATION
309 Main Street, Fort Worth 76102
Science. For science equipment: $500,000 to Texas Christian U.

SANDOZ FOUNDATION OF AMERICA
608 Fifth Avenue, New York 10020
Student aid. For scholarships: $100,000 to U. of North Carolina at Charlotte.

SOUTHWESTERN BELL FOUNDATION
One Bell Center, Room 36-P-1
St. Louis 63101
Elementary education. For the K-6 Science and Mathematics Improvement Program: $97,000 to Southeast Missouri State U.

CHARLES J. STROSACKER FOUNDATION
P.O. Box 2164
Midland, Mich. 48641-2164
Science. For equipment for programs in aquatic biology: $100,000 to Central Michigan U.

UPS FOUNDATION
Greenwich Office Park 5
Greenwich, Conn. 06836-3160
English. For educational programs in English as a second language: $67,200 to Norwalk Community College.
Minorities. For programs to encourage minority-group students to pursue careers in business and industry: $531,094 to Miami U. (Ohio).

GIFTS & BEQUESTS
Beloit College. For a professorship in the sciences: $1-million from the family of the late George W. Mead I.
California Institute of Technology. For a professorship in chemistry and chemical engineering, with a focus on energy research: $1.5-million from Warren and Katharine Schlinger.
Clemson University. For an activities center: $100,000 from Dave Milling.
DePauw University. For the women's studies program: $1-million from Janet Prindle.
Drake University. For a recreation, sports, and convocation center: $3-million from William C. Knapp.
Earlham College. For the capital campaign: $56,234 from the estate of Althea McClain Mills, $55,662 from the estate of Dorval Whitehorn Ross, and $77,289 from the estate of Juanita Throckmorton.
Illinois College. For the capital campaign: $1-million from the family of the late Harry N. Kirby.
Millsaps College. For scientific equipment: $250,000 from Ergon Inc.
Rensselaer Polytechnic Institute. For scholarships for American Indians: $825,000 from the estate of Lucille H. Wheeler.
—For a visiting professorship in chemistry: $50,000 from Sterling Drug Inc.
Saint Andrews Presbyterian College. For scholarships: $120,000 from the estate of Betsy McNeill and $50,000 from Southern National Corporation.
University of Arkansas. For the Agricultural Development Council: $1.25-million from the estate of John Rust.
University of Indianapolis. Unrestricted bequest of $218,766 from the estates of Rollo and Mary C. Hester.
—For scholarships: $222,674 from the estates of Paul F. and Jean Hirst.
University of New Mexico. For a professorship in the honors college: $1-million from Burlington Resources Inc.
University of North Carolina at Greensboro. For programs of teacher education: $75,000 from Johanna and James Yopp.
University of Pennsylvania. For scholarships: $750,000 from CoreStates Financial Corporation.
Wichita State University. For the school of communication: $100,000 from Sullivan Higdon and Sink.

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News Summary

Articles on inside pages

A medical professor and the U. of Iowa are trying to deal with the aftermath of a bitter sexual-harassment suit: Page A15.

To elevate the status of teaching, Stanford U. hopes to revamp its evaluation process and offer financial incentives to top faculty: Page A15.

A watchdog committee created to monitor some 90 college-accrediting agencies is being criticized by those who say it is intrusive and others who call it ineffective: Page A21.

Stanford whitewashed its probe of misconduct charges against a researcher, claims a professor who says he has documents to prove it: Page A21.

With help from the U. of Texas's Hogg Foundation, researchers study some of today's most troubling mental-health issues: Page A29.

More colleges are trying to help students cope with drugs and alcohol. The U. of Michigan makes "substance free" housing available, while Rutgers U. offers a recovery program: Stories on Page A31.

The Persian Gulf war has left its opponents and supporters on campuses deeply divided: Page A3[illegible].

Big-time sports are out of control, the general public and college officials said in a survey: Page A35.

Racially open universities in South Africa fear that, despite plans to drop apartheid laws, costs will still bar many blacks from college: Page A37.

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EXPERIENCING SCIENCE WITH COMPUTER-CREATED 'VIRTUAL REALITIES'

© 1990 PETER MENZEL

U. of North Carolina's Russ Taylor uses a robot arm to sense simulated molecular force fields around computer-generated images of proteins. Story on Page A6.

Release of Names of Arrested Students May Violate U.S. Law

By SCOTT JASCHIK

WASHINGTON

The Education Department has told 15 universities that they may be violating federal privacy laws—and risking the loss of department funds—by providing reporters with the names of students who have been arrested by campus police.

Advocates for tougher measures to prevent campus crime said they were furious.

"This is idiotic and absurd," said Howard K. Clery, adding: "It will allow colleges to cover up campus crime." Mr. Clery and his wife, Constance, founded Security on Campus, Inc., after their daughter was murdered at Lehigh University in 1986. The organization has publicized campus crime and pushed colleges and the federal government to combat it.

Many Institutions Agree

The Education Department's move added to the controversy over whether a 1974 law designed to protect the privacy rights of students applies to campus-crime reports. Many college officials agree with the Education Department that it does. But some, along with many journalists, say such an interpretation conflicts with state open-records laws and with other students' need to know if one of their class-

Continued on Page A26

Soviet Plan for Universities' Independence May Be Limited, Top Official Suggests

By SUSANNAH MASSEY

MOSCOW

The Soviet Union's top education official appears to have substantially narrowed the central government's definition of academic autonomy.

Asked in an interview whether steps to decentralize the administration of universities and institutes in independence-minded Soviet republics threatened government efforts to retain nationwide influence over higher education, the official, Gennady N. Yagodin, asserted:

"If a republic introduces change, it will only be small—not fundamental."

Presiding Over 'Transformation'

Mr. Yagodin, chairman of the Soviet Union's State Committee for Public Education, expressed confidence that academic leaders in the republics still wanted his agency to oversee national standards for higher education.

Declaring that the committee continued to preside over the "transformation" of Soviet universities and institutes into a more autonomous system, he maintained that such a change did not mean that the institutions would be turning away from a collective approach.

Education ministers in all 14 Soviet republics are members of the State Committee for Public Education, the chairman said in the interview, and they are "deciding all questions together, including that of entrance examinations, which will be uniform across the country."

Soviet higher education does not need radical reform, said Mr. Yagodin.

"I don't want a revolutionary process," he said. "I want to see the transformation of education—gradual change based on the development of character, of the individual."

Conflicting Signs

Mr. Yagodin's remarks were the latest in a series of conflicting signs from the Soviet Union on how far it might go in developing a decentralized system of higher education.

Last October, when President Mikhail S. Gorbachev asked the Soviet parliament to approve a compromise plan for instituting a market-oriented economy, he also signed a decree that seemed aimed at allowing individual academic institutions to determine how much autonomy they

Continued on Page A38

Columbus Anniversary Sparks Debate on Humanities Grants

Some scholars say the National Endowment for the Humanities is running from controversy in allotting quincentenary grants: Page A5.

MARGINALIA

Flyer posted by Alpha Gamma Rho, a fraternity at Southern Illinois University at Carbondale:

"You now have the opportunity to become envolved with a national organization within the SIU-C Greek system which offers:

"■ 40,000 potential job contacts

"■ Leadership development . . .

"■ Acedemic insentive and support"

We could use a bit of both.

■

Notice at Kent State University's College of Business Administration:

"Ernst & Young will be interviewing for summer interns on February 20 for students interested in locating in Cleveland upon graduation. . . .

"The students selected to interview will be posted on my door Monday afternoon."

Tacked? Nailed? Taped?

■

Headline on a news release from the University of Minnesota:

U OF M ART EXHIBIT CELEBRATES FORMER HEADHUNTING CULTURE

Let's hear it for headhunting!

■

Letter to the editor of *The Johns Hopkins Magazine:*

"You run a good magazine with many interesting articles. However, I frequently don't have time to read them. I never missed the Alumni Notes. They gave me obituaries and other news that I was glad to hear about. Let's have them back and try to increase them."

Call in those headhunters.

■

From *Le Provocateur*, the student newspaper at Assumption College in Massachusetts:

"This edition of Senior Spotlight features Paul Collins from the Men's Basketball Team. Paul was the obvious choice because he is the only senior on the team and his story is definitely an interesting one. . . .

"Tryouts the first two years were difficult since the team had already been conditioning for two months and Paul realized he wasn't prepared. But this year he was prepared.

" 'Coach Renkens told me that in September, when the team was in training, they were expected to run the mile in 5.30 seconds.' Paul took first place in the team race completing the mile in 5.11 seconds. Paul set the tone that day. . . ."

Whoosh?

■

From the Doane College *Owl:*

"Wonderful as dorm life seems to underclassmen, many Doane College students have grown tired of on-campus living by their senior year. . . . However, most seniors are required to love on campus because of Doane's residential policy."

Somebody has to do it. —C.G.

In Brief

Medical Schools Project Increase in Applicants

WASHINGTON—The number of students applying to medical school is expected to increase for the third consecutive year.

The Association of American Medical Colleges is projecting an increase of 15 per cent over the number of applicants last year. More than 33,600 students are expected to apply for 16,000 spots at 126 accredited medical schools by next fall.

The increase still falls well short of the peak year, 1974, when more than 42,000 applied. The number of applicants fell in the 1980's, bottoming out in 1989.

Officials of the medical-colleges association attribute this year's increase to students' anxiety about finding jobs and to aggressive recruiting by medical schools. In addition, officials say students seem more interested in working in the health professions. Applications also are up for social-work programs and nursing schools.

Cal. State at Fresno Shuts Down Fraternity

FRESNO, CAL.—A fraternity at the California State University here has been ordered to shut down its house, and its charter has been suspended, over an incident in January that officials suspect may have involved hazing of fraternity pledges.

"Extremely inappropriate behavior" at the Sigma Alpha Epsilon house is still under investigation by university officials. Further disciplinary action, including possibly barring the fraternity from the campus, may be taken, said William Corcoran, the university's dean of student affairs.

Physical or mental punishment of fraternity or sorority pledges is a violation of California law as well as of student-conduct rules at the university.

ICE STORM SHUTS DOWN COLLEGES IN UPSTATE NEW YORK

JAMES MONTANUS, © UNIVERSITY OF ROCHESTER

ROCHESTER

The worst ice storm in decades knocked out electricity and tore down trees in upstate New York and forced colleges here to close last week.

St. John Fisher College and the University of Rochester closed, and Nazareth College of Rochester, among the hardest hit, shut down for the entire week. The State University of New York College at Geneseo and other colleges used emergency generators to heat dormitories.

Many of the campuses, including the University of Rochester (*above*), reported extensive damage to trees split or bent by the weight of the ice. Officials at Rochester put the university's loss at $1-million. "The campus will never look the same," a spokesman said.

Some campuses, including Monroe Community College, provided shelter for citizens who had no electricity. Gov. Mario M. Cuomo declared a state of emergency in the region. —JULIE L. NICKLIN

Board Fires President Who Assaulted Chairman

CLEVELAND—An interim president has been named to head Cuyahoga Community College after the Board of Trustees voted 5 to 2 to fire the institution's president this month.

Nolen M. Ellison, president of the college since 1974, was fired soon after allegations that he had struck Owen L. Heggs, the chairman of the board, in a closed-door meeting of the trustees last month.

A resolution approved by the board attributed Mr. Ellison's dismissal to his assault of Mr. Heggs. Mr. Ellison obtained a court order that prevented Mr. Heggs from voting on the dismissal.

Mr. Ellison has sued the board, charging that Mr. Heggs had provoked him and accusing the trustees of harassing him.

Mr. Ellison's contract with the college would have expired in

Howard U. to Raise Admissions Standards and Close Some Departments

By MICHELE N-K COLLISON

WASHINGTON

The president of Howard University last week announced a series of changes ranging from raising admissions standards to closing some academic departments in an effort to help position the institution as a major research university.

Among the changes, which were recommended by President Franklyn G. Jenifer and approved by the university's Board of Trustees, were the closing of the School of Human Ecology, and the elimination of the departments of geology and geography and undergraduate programs in teacher education, social work, pharmacy, and astrophysics.

"We can't be everything to everyone," Mr. Jenifer said in an interview. "We are going to stress enhanced quality over quantity."

The changes come at a time when Howard is facing increasing criticism from Congress because of what lawmakers say are high salaries paid to its administrators. Howard gets 65 per cent of its operating budget from the federal government. Critics also charge that Howard has relied on its reputation for too long and is losing students to other traditionally black institutions.

Concern About Elitism

Many of the changes put forth by Mr. Jenifer were originally proposed last November by a commission he had appointed. The panel's report outraged some on the campus by recommending that the minimum required Scholastic Aptitude Test combined score be raised to 1,000, out of a possible 1,600. Howard's students averaged 880 on the S.A.T. Students and faculty members said they were concerned that the university would become elitist and abandon its commitment to the education of blacks.

Instead of taking the commission's recommendations on the S.A.T. scores, Mr. Jenifer said the university would rely for admissions decisions on a tougher set of standards he called the Howard University Index. The index would measure students' abilities by looking at their high-school grades, class rank, and S.A.T. scores.

JOSE R. LOPEZ, THE NEW YORK TIMES

Franklyn G. Jenifer: "We can't be everything to everyone. We are going to stress enhanced quality over quantity."

Under the president's plan, each of the university's 18 schools and colleges would have to show that they had recruited students with higher index scores than the year before.

The president rejected his commission's recommendation that the institution offer early retirement to the entire tenured staff of its medical school. Mr. Jenifer said he would like to see the medical college's staff members strengthen their research efforts.

Mr. Jenifer also plans to create three new institutes—entrepreneurial studies in the School of Business, Islamic studies in the School of Divinity, and health-policy research in the Health Affairs division.

Most of the changes will take effect this fall. Students finishing studies in programs slated for elimination will be able to complete their degrees. ■

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Athletics

Sidelines

A legal battle over the status of an Oklahoma State University wrestler is raising issues of fairness in the treatment of learning-disabled students.

Last month an Oklahoma judge ordered the university to reinstate Pat Smith, a defending national champion in his weight class. The judge said the university, which had ruled Mr. Smith ineligible at the start of this semester because of his poor grades, had failed to place him in a program for disabled students even though one of its officials had recognized his disability.

The special program, known as Disabled Student Services, would have given Mr. Smith extra time to complete assignments and other academic assistance.

Oklahoma State argues that it should not be obliged to find and identify students as learning disabled; rather, it says, such students should be required to identify themselves.

At a hearing in the case, Mr. Smith's father, who had filed the lawsuit, testified that he had known since Mr. Smith was a boy that he had learning problems, but had kept that fact from him to protect him.

Meanwhile, another Oklahoma judge refused last week to restore the eligibility of Mitch Simons, an Oklahoma State baseball player. The university had barred him from playing in his senior year, citing a National Collegiate Athletic Association rule that makes ineligible any player who negotiates a contract with a professional team. Mr. Simons argued that he had not signed a contract with the Kansas City Royals.

■

Princeton University has been forced to forfeit a number of track meets in which a 31-year-old masquerading as a 20-year-old student competed.

The Utah police arrested James Arthur Hogue late last month on a warrant for breaking parole there, ending a two-year spree in which he had earned admission to Princeton and passed himself off as a self-educated ranch hand named Alexi Indris-Santana.

Mr. Hogue, who police say had assumed a false identity on at least one other occasion, at a high school in Palo Alto, Cal., had impressed Princeton admissions officials with the standardized-test scores he reported and newspaper clippings about his success in track meets.

Princeton officials told *The New York Times* that Mr. Hogue had submitted a reading list as evidence of his qualifications, which they called "very impressive."

The university's track coach told *The Times* he thought Mr. Hogue could have developed into one of the finest track stars in its history.

But when he was recognized during a three-way meet against Harvard and Yale Universities by someone who had known him at the Palo Alto high school, Mr. Hogue's tale began to unravel, and Princeton officials were left red-faced at having been duped.

Big Sports Programs Are Out of Control, Most Say in Survey

Poll suggests strong support for academic, fiscal reforms

By DOUGLAS LEDERMAN

WASHINGTON

Most Americans and many higher-education officials believe big-time college sports are out of control and emphasized more than academics at many colleges, a new survey shows.

The survey, by Louis Harris and Associates, suggests strong support for tighter academic and fiscal control over sports programs.

The survey, which was conducted for the Knight Foundation Commission on Intercollegiate Athletics, asked a wide range of college officials and others for their views on the state of college sports and what should be done about it. College presidents and professors, coaches and sports officials, boosters, and state and federal lawmakers were among those polled, along with a cross-section of the American public.

The Knight panel, which is set to release its plan for college-sports reform next week, commissioned the survey to gauge how receptive college officials and the general public might be to the changes.

Room for Optimism

"We hope it will tell us what the climate is for reform, where support will be found, and where resistance will be encountered," said Christopher B. (Kit) Morris, staff director of the Knight panel.

In describing the results of his survey, Mr. Harris, who called himself a "hopelessly hooked sports fan," said the findings offered room for optimism, but only if college officials, especially presidents, display more courage than they have shown in the past.

"There's a window open now which will not be open very long," he said. "If the presidents move in now, it is possible, for the first and maybe last time in our lives, that reform can take place."

The poll's results suggested that while all groups surveyed believed that sports could influence athletes and spectators positively, most thought the current conduct of college sports falls short of that goal.

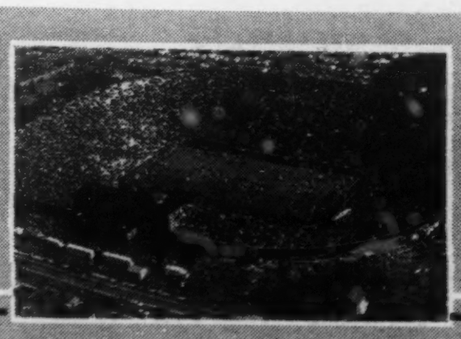
Too Much Emphasis

Seventy-five per cent of the 1,255 adults surveyed in the general public said college sports were out of control, as did 68 per cent of college trustees, 59 per cent of the 75 members of Congress polled, and 81 per cent of faculty members.

A majority of every group questioned said they believed that rules violations in sports had undermined the integrity of colleges and universities, and in all groups except coaches, athletics directors, boosters, and athletes, a majority said sports received too much emphasis at colleges with big-time programs.

All higher-education groups—including presidents, trustees, faculty members, and sports editors of student newspapers—

Continued on Following Page



What People Think of Intercollegiate Sports

Intercollegiate athletics have got out of control.

% Who Agree
Presidents 48%
Trustees 68%
Athletics directors 36%
Senior women's-sports administrators 44%
Coaches 33%
Conference commissioners 27%
Faculty athletics representatives 47%
Faculty members 81%
Alumni leaders 72%
Booster-club leaders 20%
Student sports editors 50%
Athletes 40%
Members of Congress 59%
State legislators 56%
Public 75%

Serious rules violations by leading college athletics departments have undermined the traditional role of universities as places where young people learn ethics and integrity.

% Who Agree
Presidents 76%
Trustees 75%
Athletics directors 69%
Senior women's-sports administrators 80%
Coaches 63%
Conference commissioners 64%
Faculty athletics representatives 69%
Faculty members 85%
Alumni leaders 82%
Booster-club leaders 56%
Student sports editors 78%
Athletes 76%
Members of Congress 79%
State legislators 80%
Public 83%

In too many universities with big-time athletics programs the academic mission has not been given proper priority over the athletics program.

% Who Agree
Presidents 70%
Trustees 76%
Athletics directors 53%
Senior women's-sports administrators 68%
Coaches 43%
Conference commissioners 64%
Faculty athletics representatives 75%
Faculty members 87%
Alumni leaders 70%
Booster-club leaders 48%
Student sports editors 78%
Athletes 60%
Members of Congress 86%
State legislators 76%
Public 75%

Students who play intercollegiate sports should graduate in the same proportion as the rest of the student body, and their academic performance should be measured by the same criteria that are applied to other students.

% Who Agree
Presidents 96%
Trustees 91%
Athletics directors 93%
Senior women's-sports administrators 92%
Coaches 82%
Conference commissioners 88%
Faculty athletics representatives 96%
Faculty members 92%
Alumni leaders 86%
Booster-club leaders 92%
Student sports editors 74%
Athletes 65%
Members of Congress 84%
State legislators 91%
Public 93%

Female coaches and administrators get paid less than their male counterparts in exactly the same jobs because there is real discrimination against women in intercollegiate athletics.*

% Who Agree
Presidents 32%
Trustees 55%
Athletics directors 20%
Senior women's-sports administrators 80%
Coaches 17%
Conference commissioners 24%
Faculty athletics representatives 47%
Faculty members 67%
Alumni leaders 56%
Booster-club leaders 24%
Student sports editors 60%
Athletes 66%
Members of Congress 63%
State legislators 61%

Proposition 48, which bars from competition for a year freshmen who do not meet minimum academic requirements, is a good rule.*

% Who Agree
Presidents 91%
Trustees 88%
Athletics directors 83%
Senior women's-sports administrators 84%
Coaches 54%
Conference commissioners 85%
Faculty athletics representatives 93%
Faculty members 87%
Alumni leaders 90%
Booster-club leaders 72%
Student sports editors 66%
Athletes 77%
Members of Congress 84%
State legislators 81%

* Question not asked of general public.

Based on a survey by Louis Harris and Associates of 75 college presidents, 75 trustees, 75 athletics directors, 25 senior women's-sports administrators, 76 coaches, 33 conference commissioners, 81 faculty athletics representatives, 75 faculty members, 50 alumni leaders, 25 booster-club leaders, 50 student sports editors, 152 athletes, 76 members of Congress, 75 state legislators, and 1,255 members of the general public.

KEEP PROFESSORS INFORMED

From NYU's Oliva, 10 Commandments of Presidential Behavior on Athletics

By DOUGLAS LEDERMAN

The sentiment has been voiced over and over in recent years: College presidents must take control of their sports programs.

But L. Jay Oliva, president-elect of New York University and its chancellor since 1983, believes that plea alone won't do much good.

"Everybody's agreed that the C.E.O.'s need to do their thing," he says. "But what does that mean? How can that be accomplished?"

Mr. Oliva, who has written widely about athletics issues, has confronted those questions in a paper prepared for the Knight Commission on Intercollegiate Athletics, which will release its long-awaited report on college-sports reform next week. Throughout its deliberations, the panel has emphasized as one of its central theses the need for presidential control over athletics.

Can Apply to All Levels

For his paper, Mr. Oliva prepared what he calls "The Ten Commandments of Presidential Behavior on Athletics."

While he recognizes that many of the problems in college sports are most acute in the intercollegiate big-time, Mr. Oliva believes the guidelines he suggests can apply to presidents at all levels, including the National Collegiate Athletic Association's Division III, where his own institution competes.

His commandments:

(1) The chief executive officer and the chief academic officer must become seriously knowledgeable about intercollegiate sports.

"It's always been respectable in the academic world to be knowledgeable about real estate and overhead rates and tenure ratios, but it has always seemed to be déclassé to be knowledgeable and informed about athletics," Mr. Oliva says.

"But if you don't know what's going on, you're at the mercy of the folks who have responsibility in those areas, the coaches and the A.D.'s. You have to know what they're up to." "A.D.'s" is short for athletic directors.

(2) Presidents accepting positions at major institutions should require that the governing board give them total authority over the athletics program.

A president will never be able to demand that kind of complete control unless he or she does so before taking the job, Mr. Oliva says.

"Any sensible candidate makes inquiries about the endowment, the status of the faculty, accreditations," he says. "Add to the list: Who runs the athletic program around here? If the answer is wrong, propose a specific remedy. Sometimes you'll have to say, 'I'm not taking it.' "

(3) Once the principle is acknowledged, don't yield on it, and be prepared to leave.

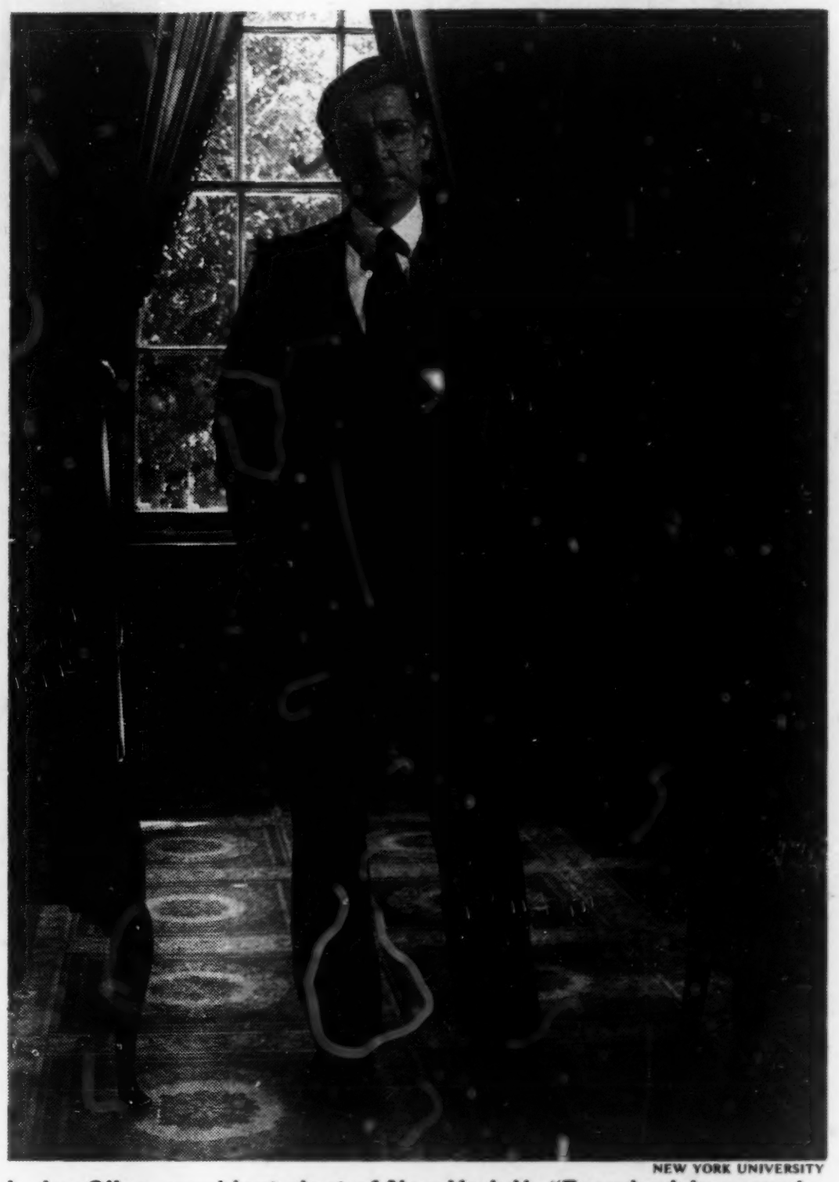
This one pretty much speaks for itself, Mr. Oliva says, although he acknowledges that it's hard to muster the courage to take such a stand.

But he insists that "in today's climate," quitting over a sports program gone wrong "will be a merit badge and a major item in the résumé."

(4) Insist on a special committee of academics who will help the president review key elements of policy for the athletics program.

Keep faculty members informed about what's going on in the program, and you'll be less likely to lose their support when you need it most, Mr. Oliva says.

"The president should chair the committee, share with it, and use it as a lever to get the institution to do the right thing," he says.



NEW YORK UNIVERSITY

L. Jay Oliva, president-elect of New York U.: "Everybody's agreed that the C.E.O.'s need to do their thing. But what does that mean?"

(5) Insist on a special committee of the board of trustees.

Mr. Oliva says he does not want the trustees to get overly involved in making sports policy. What this committee should do, he says, "is make sure the trustees don't get their nose into this stuff, and to make sure the president does."

(6) The president must be willing to set the institutional tone and policy on every possible occasion.

"You must be the spokesperson for what's right and appropriate to do," says Mr. Oliva. "Talk at tough places, alumni meetings, board meetings, convocations, faculty meetings, and describe very, very accurately what shape you believe the athletic program is in, and what it ought to be."

(7) The president must defend the coach.

"When alumni, students, journalists, legislators, and even trustees become critical of the coach for the wrong reasons," Mr. Oliva says, "it is the role of the president to protect the coach."

"If the coach is operating within the system, and the team's skills are limited only by you and your plans and expectations, tell the community that. Tell them, 'I won't let him bring in people who can't read and write. Get off his back.' "

(8) The president should insist on accreditation of his or her own athletics program.

Mr. Oliva believes the regional accrediting associations have surrendered their role in overseeing sports programs. He bemoans that, and argues that a president sometimes "needs the validation of people who are respected outside the institution to do the right things."

(9) The president should be prepared to alter the schedules of competition if it is clear that the school is being obliged to participate against institutions that are not honoring appropriate standards in athletics.

Says Mr. Oliva: "I'm so sick of listening to people tell me, 'I can't do that, we have to play on a level playing field.' "

"No. The college should set its own playing field, and then play with others who play on the same field. Leave the league if you have to. Don't decide you have to lower your playing field all the time."

(10) It is O.K. to be a fan, maybe even a good thing.

"Your ability to explain how athletics relates to education gives you a cachet you wouldn't have otherwise," says Mr. Oliva, who considers himself an avid fan of N.Y.U.'s sports teams.

"If you have a reputation for being against athletics, and you do something viewed as anti-sports, people can say: 'You don't like athletics, that's why you're doing X.' With me, they have to say: 'You like athletics, but why are you doing X?' And the answer you can give is: 'Precisely for that reason.' " ■

Big Sports Programs Are Out of Control, Most Say in Survey

Continued From Preceding Page

said the problems were much worse elsewhere than on their own campuses.

Almost every constituent group within colleges and universities came in for some blame for the problems.

Faculty Role Questioned

Most groups surveyed said that presidents were tempted to make compromises about athletics to please prominent supporters. Faculty athletics representatives were seen, especially by their professorial peers, as failing to represent the educational interests of the university. Fifty-one per cent of all professors questioned rated their own effectiveness in controlling athletics excesses as "poor," and the National Collegiate Athletic Association was viewed as only mildly effective in limiting abuses in sports.

Despite the general agreement about the seriousness of the sports problems, much less consensus was evident in how to solve them.

While a majority in most of the groups believed the colleges could solve the problems themselves, the public disagreed: 60 per cent said state or federal legislation would be necessary to bring college sports under control.

The survey also asked the groups to voice their opinions on a range of solutions that have been proposed by reformers and are likely to be offered by the Knight Commission in its report next week.

- Most presidents and a majority of trustees favored reconstituting the National Collegiate Athletic Association's governing council to give presidents a majority of the seats. Athletics directors, women's-sports administrators, conference commissioners, and faculty athletics representatives—who now fill those seats—opposed such a change.
- All groups overwhelmingly agreed that athletes should be required to meet the same admissions standards as all other students, and to graduate at the same rate as other students. Proposition 48, the N.C.A.A.'s academic standards for freshmen, won support from all groups as a "good rule."
- All groups strongly backed a requirement for an annual audit of the academic and fiscal performance of each athletics program.
- At least half of the respondents in all groups except coaches (19 per cent), the public (44 per cent), and student sports editors (26 per cent) favored having all outside income for coaches channeled through the university, and letting each institution decide how much of it the coach should receive. ■

New Nebraska Law Bans Limits on Aid to Athletes

LINCOLN, NEB.

A new Nebraska law prohibits athletic governing bodies from limiting the amount of financial aid that athletes at the state's colleges may get from sources other than their athletic scholarships.

Gov. Ben Nelson signed into law a bill that would allow financially needy athletes on sports scholarships to receive any other federal or state aid for which they qualify.

The National Collegiate Athletic Association's rules allow colleges to give an athlete up to $600 less in athletic-scholarship money if the player qualifies for the full Pell Grant, for example.

The bill was proposed by State Sen. Ernie Chambers, a longtime advocate of the rights of college athletes. In the past he has offered other bills proposing that athletes be paid, none of which have become law.

In signing the bill, Governor Nelson said it was clear that representatives of "the people of Nebraska want to send a clear message on behalf of students to the N.C.A.A."

He added: "I have joined them in the fervent hope that this voluntary national organization will do the right thing and allow both needy and academically talented young Americans to draw all the student aid for which they qualify." —DOUGLAS LEDERMAN

People in Athletics

Patti S. Helton, chair of the department of health and physical education and women's volleyball coach at Eastern Mennonite College and Seminary, also to co-director of athletics.

Roger E. Mast, interim director of athletics and boys' soccer coach at Eastern Mennonite High School (Va.), to co-director of athletics at Eastern Mennonite College and Seminary.

Raymond Williams, athletics director at Clark Atlanta U., has resigned.

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News Summary

Articles on inside pages

After 28 years of tracking the "prince of predators," an Idaho professor has become the premier authority on pumas: Page A6.

The widely publicized steep increase in the number of years it takes graduate students to earn their doctorates is based on "misleading" data, a new report says: Page A17.

A privacy-protection law does not bar colleges from releasing information about crimes committed by students, a judge has ruled: Page A23.

Many crucial decisions on education policy are actually being made at the White House Office of Management and Budget: Page A23.

The Justice Dept. probe into possible antitrust violations by private colleges could presage a legal challenge to their aid policies: Page A23.

A $250-million donation from a clothing retailer to set up a new foundation has pleased many fund raisers—and puzzled others: Page A33.

Anti-harassment codes at colleges were the focus of a debate at Brown U. and of legislation introduced in Congress: Page A35.

A coach and his basketball team survived a van accident to vie for a national championship: Page A39.

Many East European academics say the defeat of Communism has brought problems along with freedom: Page A41.

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YUGOSLAV STUDENTS CLAIM PROTEST VICTORY

AGENCE FRANCE-PRESSE

A student-led rebellion against Communist control in Serbia appeared to succeed last week. Above, protesters signal victory. Story on Page A41.

Political Activists Working to Change Land-Grant Colleges

Coalitions advocate the use of new agricultural methods

By SCOTT JASCHIK

A new wave of grassroots political activists is seeking to change land-grant universities.

Coalitions of farmers and environmentalists are working in local and national campaigns to prod the universities to focus more on the environment and sustainable agriculture—the practice of farming in a way that improves the land. The groups also want the universities to devote less attention to biotechnology and pesticides.

University officials are watching the developments warily. They say they, too, want to expand environmental-research programs. But some academics view demands that the universities cut back on other research programs as attacks on academic freedom.

Family Farmers' Influence

The politics of the new activism especially scare higher-education leaders. Critics are quick to remind campus officials that in tight budget years such as this one, the land-grant institutions can ill afford to have family farmers talking about how the universities ignore them.

Says one such critic, Kenneth R. Taylor,

Continued on Page A24

Angry Lawmakers Grill Stanford's Kennedy on Research Costs

By COLLEEN CORDES

WASHINGTON

Time seemed to crawl for Stanford University last week.

At a marathon House hearing, lawmakers repeatedly expressed anger and dismay as they grilled federal and university officials about alleged and acknowledged improprieties in the way Stanford had billed the government for the overhead costs of research during the last 10 years.

Rep. John D. Dingell, the powerful Michigan Democrat who chaired the seven-hour hearing, set the stage by saying: "What we are going to hear today is a story of taxpayer dollars going to bloated overhead rather than to scientific research. It is a story of excess and arrogance, compounded by lax governmental oversight." The Energy and Commerce Committee's oversight subcommittee held the hearing.

Allegations about overpayments to Stanford had been the subject of several federal investigations, including a Navy inquiry into the possibility of criminal activity (*The Chronicle*, February 6). Stanford officials continued last week to deny any

Continued on Page A27

AAUP Plans a Drive to Involve Faculty Members in Efforts to Reform Sports on Their Campuses

By DOUGLAS LEDERMAN

The American Association of University Professors is planning a nationwide campaign this fall to encourage faculty members to push for sports reforms on their campuses.

The group's executive committee has endorsed a set of proposed standards that include eliminating special categories of admission for athletes, making freshmen ineligible for sports, and publishing sports budgets annually.

If the executive committee's statement is backed by the association's general council at the group's annual meeting in June, the A.A.U.P. will ask faculties to pursue the agenda with their administrations. The association will coordinate the campaign with its chapters at colleges where they exist, and with faculty senates and councils elsewhere.

The A.A.U.P.'s interest in sports issues is not entirely new. In 1989, for instance, a special committee of the association recommended that professors get more involved in the governance of sports programs on their own campuses.

Never before, however, had the associa-

Continued on Page A40

Historians Document Trek From Slavery to Freedom

A group of researchers is extracting from the records of the National Archives the story of emancipation in America: Page A5.

MARGINALIA

According to *Editor & Publisher*, the student newspaper at the University of California at Davis answered a letter from President Bush with an editorial that said, in part:

"College newspapers are the last media you will ever coerce into becoming mindless public-relations flasks."

■

Note in *Golf* magazine:

"According to the chemistry department at Columbia University, a golf ball flies farther in humid weather because the moisture in the air keeps the ball in flight longer. Also, the effect of gravity is diminished by having to cut through the moisture before acting on the ball."

Uh-huh.

■

Item in *The Union Wire*, a newsletter for members of the University of Connecticut Professional Employees Association:

"Further fact: Benefits may be perceived as being high in Connecticut because we have the highest per-capita income in the country and thus a high standard of living. Reducing the benefit level will result in workers being unable to maintain that standard and thus losing their home, their family and sometimes themselves."

"Take my home. Take my family. But, please, spare ME!" a reader pleads.

■

From the table of contents of *Change:*

"10 / THE TECHNOLOGICAL REVOLUTUION Comes to the Classroom"

Now if it would come to *Change* magazine . . .

■

Item in *The Transcript*, the student paper at Ohio Wesleyan University:

"A specialist in U.S., Middle Eastern, and Soviet affairs addressed students in the MUB Ballroom last Tuesday.

"John Rothman, an energetic political and foreign policy consultant spoke about 'Levels on Conflict in the Middle East.' Rothman said that we are 'juggling three balls in the air' in making foreign policy. . . .

"The second 'ball' depends on keeping the Straights of Vermouth open. . . . , Rothman said."

Just add a little gin.

■

From the Greenwood (S.C.) *Index-Journal:*

"H. G. Reynolds Construction Co., Aiken, has been awarded the construction contract for the Lander College Physical Education / Athletic Complex.

"With a construction price of $7.6 million, the 130 square foot facility represents a $10.3 million total project."

Including a shoehorn? —C.G.

In Brief

Teacher, 5 Students Killed in Plane Crashes

BELLINGHAM, WASH. — Five students and an instructor, returning to their campus in Canada after a trip to California, were killed when the two light airplanes carrying them crashed near here in bad weather.

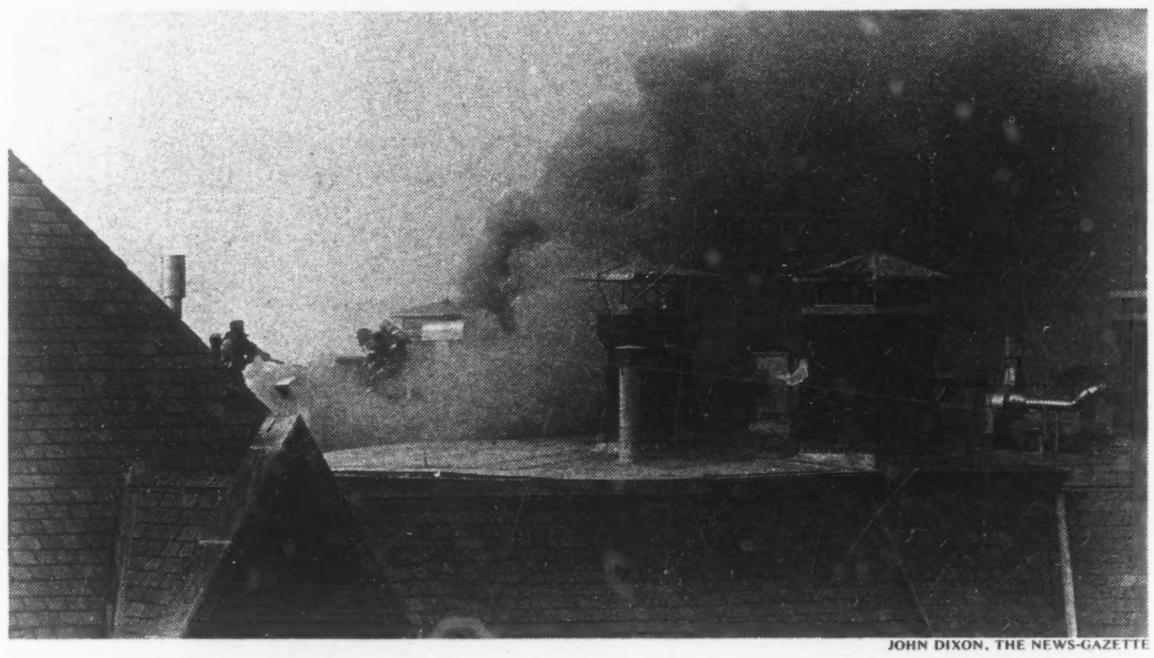
The students and their instructor were from Trinity Western University in Langley, British Columbia. The two single-engine Cessna 172 aircraft were among five planes from the university making the trip. The group was returning from a conference in Redlands, Cal., of the Mission Aviation Fellowship, an organization that arranges relief flights to impoverished countries.

University officials said the students had gone to the conference in part so that they could fulfill a long-distance flying requirement of their flight-instruction program at the university.

The five planes encountered bad weather, with poor visibility, high wind, and snow, when they had completed about half of a 73-mile flight from Everett, Wash., to Abbotsford, B.C.

Only one plane reached Abbotsford. Two landed at Bayview, Wash., and two crashed in an area described by searchers who found the six bodies as rugged and heavily timbered.

FIRE DAMAGES NATURAL HISTORY BUILDING AT U. OF ILLINOIS



JOHN DIXON, THE NEWS-GAZETTE

CHAMPAIGN, ILL.

A fire has caused $2-million in damage to the Natural History Building (*above*) at the Urbana-Champaign campus of the University of Illinois.

The fire was accidentally started by workmen remodeling the top floor of the five-story building.

The cutting torch the workers were using to remove rods from the ceiling ignited support beams, and the fire spread. Some 200 students and faculty members were evacuated from the building, but no one was injured.

Several firefighters were treated for minor injuries and smoke inhalation.

The fire did not spread beyond the fifth floor, but lower levels suffered damage from water and smoke.

Professors in the department of geology, the hardest-hit area, reported extensive damage to physical facilities, computer and laboratory equipment, research data, and books.

Classes normally held in the building were relocated the day after the fire, and laboratory sessions were canceled. Parts of the building have since been reopened.

—JULIE L. NICKLIN

Professor Gets Life Term for Murdering Student

COLUMBIANA, ALA.—A former debate coach at Samford University has been sentenced here to life in prison for the stabbing death of one of his students.

William Slagle was sentenced in Shelby County Circuit Criminal Court for his conviction in December of the 1989 murder of Rex Bartley Copeland, a junior and member of the debate team.

The prosecution charged that Mr. Slagle killed the student for being unprepared for a debate tournament. The defense argued the professor acted in self-defense.

Mr. Slagle reportedly had gone to Mr. Copeland's apartment, where an argument ensued. Mr. Copeland's body was found two days later.

Mr. Slagle disappeared for about six months. During that time he wrote two letters to local authorities, confessing to the crime. He later turned himself in.

Mr. Slagle's attorney has filed a notice of appeal to the Alabama Court of Criminal Appeals.

Judge Tells Bridgeport U. to Submit to Arbitration

BRIDGEPORT, CONN.—A U.S. district-court judge has ruled that the University of Bridgeport must go to arbitration with a union representing striking professors over the question of severance pay.

In arbitration, the Bridgeport chapter of the American Association of University Professors will seek $12-million in pay and benefits for 70 faculty members who have been on strike since last September.

The university argued that it should not have to go to arbitration. In addition, it filed a late motion to dismiss the case, saying the district court did not have jurisdiction because the faculty members are managerial employees.

Judge Jose A. Cabranes said his court did have jurisdiction. Whether or not the faculty members are managers, he said the university is obligated to live up to its contractual agreement with the union to arbitrate disputes.

The judge rejected a request by the union that liens be placed on university property.

A decision on whether the university will appeal is pending.

After 7-Year Fight, Pitt Professors Vote Against Union

PITTSBURGH

A seven-year battle to hold a faculty-union election at the University of Pittsburgh ended last week when professors, who finally had a chance to vote, chose not to be represented in collective bargaining.

Of the more than 2,400 full- and part-time faculty members eligible to cast ballots, 1,243 voted for no representation and 719 voted to be represented by the United Faculty of Pittsburgh.

Pittsburgh is in the midst of a search for a new president to replace Wesley W. Posvar, who, after 24 years, plans to step down this summer.

Joint AAUP-AFT Effort

The change in administration persuaded many professors to vote against the union, an organizer said. Others who voted against union representation said they were against the idea of faculty unions altogether, or were satisfied with their salaries and the level of faculty involvement in university decision making. Both issues were raised by the union during its organizing campaign.

The union, a joint affiliate of the American Association of University Professors and the American Federation of Teachers (A.F.L.-C.I.O.), started its push to represent the university's professors in 1984. The university objected, however, arguing that the professors had a central role in running the university. Three years later, a state labor examiner sided with the university, ruling that Pittsburgh's professors enjoyed similar working conditions to those at Yeshiva University. (In 1980 the Supreme Court ruled that Yeshiva professors had enough of a managerial role to bar them from collective bargaining.)

Last year, Pennsylvania's full labor board overturned the earlier decision and ruled that full-time professors at Pittsburgh could bargain collectively. Part-time faculty members, who voted in 1987 to be represented by a union, were included in the potential bargaining unit, but Pittsburgh's medical-school professors were not.

Concerns Remain

Philip K. Wion, president of the United Faculty, said that while the election's outcome was disappointing, it did not mark the end of the union's efforts to organize the faculty. He said his group's concerns about faculty salaries and what it sees as an insufficient faculty role in governance remain.

In a statement, Mr. Posvar said the election's results prove that a majority of faculty members agree that the university "is better served through shared governance among professionals than by collective bargaining, a mode that pits management against labor."

—DEBRA E. BLUM

Cal. State University Selling Chief's Estate

LONG BEACH, CAL.—The California State University system has approved the sale, for $3.61-million, of a 1.8-acre estate that had been used by W. Ann Reynolds as her official residence before she resigned last year as chancellor.

The cost of maintaining the property, which the state furnished, became an added issue in the controversy over large pay

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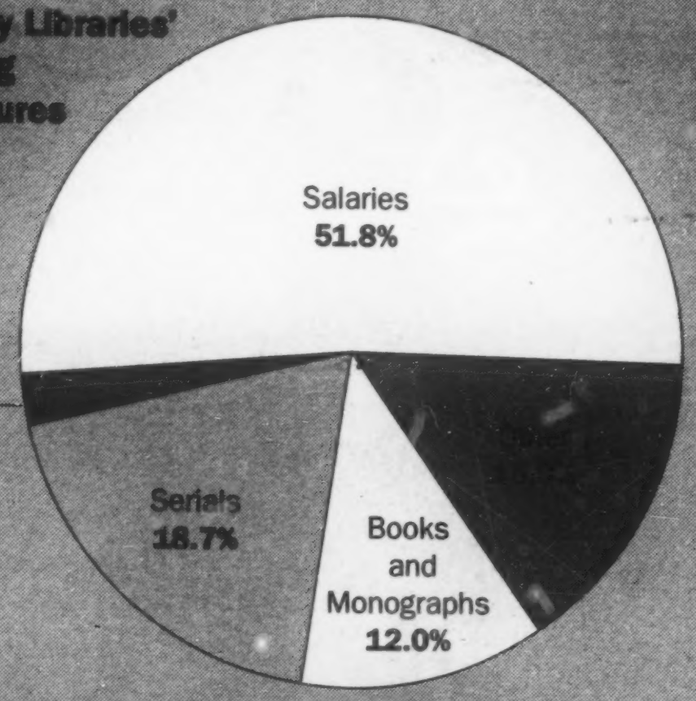
FACT FILE

Harvard's Widener Library

Holdings of Research Libraries in U.S. and Canada, 1989-90



University Libraries

	Rank[1]	Volumes in library	Volumes added	Current serials	Total staff	Total expenditures[2]
Harvard U.	1	11,874,148	261,846	103,075	1,095	$45,703,359
U. of California at Los Angeles	2	6,156,761	246,737	96,676	685	32,653,412
U. of California at Berkeley	3	7,540,234	202,202	92,978	788	31,399,069
Yale U.	4	8,862,768	147,841	51,985	704	28,709,200
U. of Illinois at Urbana-Champaign	5	7,748,736	187,489	92,077	532	18,520,182
U. of Toronto	6	5,951,752	174,598	38,063	701	27,138,651
Stanford U.	7	5,871,063	144,450	49,673	596	31,326,296
U. of Texas	8	6,265,236	202,338	50,506	608	19,191,606
Columbia U.	9	6,032,545	148,872	59,044	644	23,417,989
U. of Michigan	10	6,369,490	141,606	69,937	583	22,394,006
Cornell U.[3]	11	5,216,501	189,070	59,801	551	21,055,340
U. of Wisconsin	12	5,036,144	139,194	49,553	528	21,844,945
U. of Minnesota	13	4,651,111	105,357	47,491	484	21,836,149
U. of Washington	14	4,908,988	102,867	50,215	486	18,111,845
U. of Chicago	15	5,191,998	132,437	48,925	370	14,922,568
Indiana U.	16	4,133,331	103,279	38,430	475	18,376,165
Rutgers U.[3]	17	3,219,823	102,635	30,097	519	21,880,472
Princeton U.	18	4,276,086	105,659	32,037	396	17,038,820
Ohio State U.	19	4,430,132	101,714	32,870	473	16,813,196
U. of North Carolina	20	3,751,660	123,899	39,998	405	14,402,816
Arizona State U.[3]	21	2,599,701	138,242	34,844	388	14,948,385
U. of Florida	22	2,892,301	127,167	27,999	441	16,122,500
U. of Pennsylvania	23	3,665,786	98,659	31,887	372	16,495,798
U. of Arizona	24	3,549,281	128,634	28,620	390	13,662,887
U. of Georgia[3]	25	2,889,108	101,285	55,954	351	12,883,133
U. of British Columbia	26	2,918,279	106,091	22,151	407	17,17[illegible]088
Pennsylvania State U.	27	3,095,863	64,286	31,846	472	17,243,989
U. of Virginia	28	3,193,260	106,577	26,268	370	15,921,187
Duke U.	29	3,846,295	95,633	30,364	312	14,523,509
U. of California at Davis	30	2,376,157	80,900	51,604	335	16,203,556
Northwestern U.	31	3,474,423	80,284	36,696	342	13,586,594
U. of Alberta[3]	32	2,956,553	99,331	18,823	396	14,841,362
New York U.	33	3,092,620	73,877	23,474	408	17,045,841
Michigan State U.	34	3,417,388	114,116	28,910	329	12,481,402
U. of Pittsburgh	35	2,878,713	96,693	22,403	356	13,026,194
U. of California at San Diego	36	1,949,397	72,815	32,551	364	16,735,467
U. of Kansas[3]	37	2,868,223	80,443	28,431	333	14,767,353
Johns Hopkins U.	38	2,835,664	77,339	20,531	339	15,214,302
U. of Southern California[3]	39	2,626,271	54,528	33,805	350	14,892,419
U. of Iowa	40	3,104,621	91,083	24,176	273	11,613,626
U. of Maryland	41	2,055,403	67,348	23,018	345	15,121,610
McGill U.	42	2,509,979	64,930	17,516	326	13,667,722
State U. of New York at Buffalo	43	2,591,006	64,787	23,507	289	12,113,946
U. of Hawaii	44	2,385,601	74,381	32,265	232	9,754,608
U. of California at Santa Barbara	45	1,996,662	77,487	21,242	250	11,680,964
Wayne State U.	46	2,374,831	66,286	24,173	238	11,457,301
Georgetown U.	47	1,802,242	64,921	22,799	295	12,070,953
U. of Western Ontario	48	1,961,386	68,930	17,995	287	11,557,572
U. of Connecticut	49	2,271,849	79,837	17,620	230	11,968,917
U. of Laval	50	1,793,368	72,682	15,847	267	11,246,268
Texas A&M U.	51	1,892,454	55,037	25,378	309	11,008,870
Boston U.	52	1,761,954	58,075	29,540	274	10,054,921
Washington U.	53	2,277,203	59,093	18,387	258	11,403,738
Vanderbilt U.	54	1,873,596	68,622	16,448	303	11,476,698
Howard U.	55	1,783,876	55,294	26,300	283	10,618,060
Massachusetts Institute of Technology	56	2,180,873	55,710	21,313	245	9,718,298
Purdue U.	57	1,924,982	61,606	21,505	266	9,691,456
Emory U.	58	1,872,313	59,399	16,623	264	11,969,585
York U. (Ontario)[3]	59	1,845,478	64,633	19,641	250	10,385,556
U. of Illinois at Chicago	60	1,656,307	52,924	17,652	298	11,365,864
U. of New Mexico	61	1,711,771	56,303	16,169	337	11,241,022
Florida State U.[3]	62	1,829,826	68,447	18,843	249	10,234,935
U. of Cincinnati	63	1,746,857	59,686	19,642	302	10,718,338
Syracuse U.	64	2,332,676	50,126	18,044	267	9,457,422
U. of South Carolina	65	2,431,129	64,735	20,552	198	8,170,685
U. of Delaware	66	1,953,028	65,097	24,202	225	9,228,202
Brown U.	67	2,227,301	56,392	13,510	277	10,603,303
U. of Colorado	68	2,286,736	60,149	15,588	223	10,225,273
Louisiana State U.	69	2,460,219	52,689	19,573	252	8,263,718
U. of Rochester	70	2,686,996	54,792	14,214	244	8,908,321
Brigham Young U.	71	2,063,384	70,162	18,582	335	9,533,011
U. of Massachusetts	72	2,409,946	67,670	15,267	202	8,311,979
U. of Notre Dame	73	1,996,606	76,518	17,513	191	$7,183,272
U. of Missouri	74	2,486,014	43,872	17,766	235	8,388,702
U. of Tennessee	75	1,874,535	42,491	21,606	259	8,249,066
U. of Kentucky	76	2,154,837	39,591	19,819	250	8,906,340
U. of California at Irvine	77	1,449,246	54,097	16,346	250	11,266,455
U. of Miami	78	1,697,581	48,714	16,717	249	9,628,243
Southern Illinois U.	79	2,082,358	50,074	19,842	245	8,796,210
Queen's U. (Kingston)	80	1,796,893	48,481	15,982	227	8,849,728
U. of Nebraska	81	2,013,548	51,485	18,041	214	8,131,992
Virginia Polytechnic Institute and State U.	82	1,710,202	53,286	17,746	204	8,730,428
Temple U.	83	2,071,461	44,852	15,474	226	8,396,512
Iowa State U.	84	1,830,214	43,204	18,557	222	9,218,296
Dartmouth College	85	1,824,377	51,846	20,788	175	7,838,950
Washington State U.	86	1,606,851	47,300	22,573	211	8,136,463
U. of Oregon	87	1,844,996	41,880	21,187	217	8,394,719
North Carolina State U.	88	1,375,049	48,917	18,401	217	8,414,798
Tulane U.[3]	89	1,802,910	47,767	17,091	187	7,585,533
State U. of New York at Stony Brook	90	1,701,101	47,355	11,239	220	9,800,375
U. of Utah	91	1,813,560	58,137	12,144	230	7,429,915
U. of Guelph	92	1,900,416	63,252	13,600	159	6,456,800
U. of Manitoba	93	1,520,920	38,260	12,578	228	9,140,214
McMaster U.	94	1,377,237	47,111	11,549	203	9,336,427
U. of Alabama	95	1,814,178	48,149	17,603	178	7,070,586
U. of Oklahoma	96	2,297,087	39,412	17,783	185	7,082,575
U. of Saskatchewan	97	1,404,391	60,519	10,689	179	7,847,548
Kent State U.[3]	98	2,041,567	35,321	10,692	238	9,276,896
U. of Waterloo[3]	99	1,566,042	24,941	15,150	206	8,437,553
U. of California at Riverside	100	1,461,147	47,604	13,901	177	7,422,888
Georgia Institute of Technology	101	1,648,178	52,015	23,438	113	5,196,995
State U. of New York at Albany	102	1,278,657	38,231	14,534	174	7,697,389
Case Western Reserve U.	103	1,584,782	31,990	13,033	175	7,305,047
U. of Houston	104	1,622,189	28,681	15,103	192	6,723,883
Oklahoma State U.	105	1,543,356	31,284	11,482	177	6,942,329
Colorado State U.	106	1,220,897	39,596	11,720	143	6,856,673
Rice U.	107	1,441,470	39,034	12,413	145	5,098,528

Non-University Libraries

	Volumes in library	Volumes added	Current serials	Total staff	Total expenditures[2]
Boston Public Library	5,992,634	252,719	16,903	654	$28,665,118
Canada Institute for Scientific and Technical Information, Ottawa, Ontario	2,251,914	57,143	31,854	223	22,021,924
Center for Research Libraries, Chicago	2,971,420	39,143	13,308	72	2,799,032
Library of Congress, Washington	21,758,443	270,634	137,500	4,632	284,392,000
Linda Hall Library, Kansas City, Mo.	647,400	15,600	12,900	60	2,741,000
National Agricultural Library, Beltsville, Md.	2,066,731	37,409	22,000	213	16,016,605
National Library of Canada, Ottawa, Ontario	1,344,323	94,601	26,313	504	32,838,725
National Library of Medicine, Bethesda, Md.	1,957,406	40,729	27,157	284	19,665,176
New York Public Library, New York	6,511,005	198,189	154,202	806	37,140,918
New York State Library, Albany, N.Y.	2,149,985	40,993	21,121	215	9,635,988
Newberry Library, Chicago	1,433,034	6,184	1,010	99	5,589,006
Smithsonian Institution, Washington[3]	1,101,023	25,544	14,751	123	4,952,789

Note: Institutions are asked to report figures for their main campuses only, unless a branch campus is indicated.

1 Based on an index developed by the Association of Research Libraries to measure the relative size of university libraries. The index takes into account the number of volumes held, number of volumes added during the previous fiscal year, number of current serials, total operating expenditures, and size of staff, excluding student assistants. It does not measure a library's services, the quality of its collections, or its success in meeting the needs of users.

2 Figures for Canadian libraries are expressed in U.S. dollars.

3 Includes branches as well as the main institution.

SOURCE: ASSOCIATION OF RESEARCH LIBRARIES

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News Summary

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The increasing use of film by anthropologists is contributing to a debate over the way scholars describe other cultures: Page A5.

A panel of astronomers has agreed on the priorities for a $3-billion list of proposed projects: Page A6.

Colleges' financial woes could improve relations between administrators and faculty unions, participants at a collective-bargaining meeting said: Page A15.

Accrediting agencies are dissatisfied with the Council on Postsecondary Accreditation and are demanding changes: Page A15.

Prepaid-tuition plans are being reexamined in Florida and Michigan, the state that originated the concept: Page A22.

Students' testimony about inadequate financial-aid programs gripped a Congressional hearing room last week: Page A23.

Teaching hospitals are being forced by budget pressures to rethink their services, raising concerns about the education they provide and care they offer: Page A27.

Using Latin and history, Beloit College hopes to start minority children thinking about and planning for college: Page A31.

Top officials of Kuwait U. were reported to have returned to their war-ravaged country to begin rebuilding the institution: Page A45.

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Knight Commission Tells Presidents to Use Their Power to Reform the 'Fundamental Premises' of College Sports

Some hail report as a road map to clean up athletics, but others say it lacks specifics

WASHINGTON

The Knight Foundation Commission on Intercollegiate Athletics last week unveiled a plan to "rethink the management and fundamental premises of intercollegiate athletics."

In its long-awaited report, the panel said the problems of college athletics were so serious and systemic that they could "no longer be swept under the rug or kept under control by tinkering around the edges." It offered some 30 recommendations designed to restore integrity and public confidence to big-time sports programs and the universities that sponsor them.

The recommendations in the 47-page report, "Keeping Faith with the Student-Athlete: A New Model for Intercollegiate Athletics," include some specific proposals concerning the most prominent issues of the day. However, the report focuses much more on enunciating broad principles and on establishing a new model of sports governance.

"All the subordinate issues and problems of intercollegiate athletics—athletics

Continued on Page A33

The Recommendations, at a Glance

- Governing boards should cede total authority over sports programs to college presidents, and presidents should seize control of N.C.A.A. decision making.
- Presidents should insure that their sports programs comply with federal statutes barring sex discrimination.
- The N.C.A.A. should require incoming freshman athletes to complete 15 high-school core subjects successfully, instead of the current 11.
- The academic performance of athletes should be reviewed each semester, and athletes should be declared ineligible if they are not making progress toward a specific degree.
- Each college should require athletes in all sports to graduate at the same rate as other students.
- Scholarships for athletes should last for five years, and grants for needy athletes should cover the full cost of attending college.
- All athletics revenues—including booster-club gifts and coaches' outside income—should be channeled into the university's general financial system.
- Coaches should be offered long-term contracts.
- The N.C.A.A. should establish a mandatory system to certify its members' success in attaining academic and financial integrity.
- Each college should conduct an annual academic and financial audit of its sports program, and results of the audits should be made public.

Excerpts from the report begin on Page A33.

College Athletes Graduate at Higher Rate Than Other Students, but Men's Basketball Players Lag Far Behind, a Survey Finds

By DOUGLAS LEDERMAN

Male basketball players who entered Division I colleges and universities in fall 1984 graduated at much lower rates than did other athletes and students, a survey by *The Chronicle* has found.

Over all, however, recruited athletes in the National Collegiate Athletic Association's Division I graduated at a higher rate than did non-athletes, the survey of 262 colleges shows. Just over 56 per cent of the freshman athletes who enrolled at Division I colleges in 1984 graduated within five years, compared with about 48 per cent of all students. Nearly two-thirds of all female athletes graduated by August 1989, as did 47 per cent of Division I football players.

The graduation rates of athletes and other students at 262 Division I colleges appear in a Fact File that begins on Page A39.

Basketball players lagged far behind, with just under 39 per cent earning degrees within five years.

The graduation rates of athletes were significantly lower in Division I-A, the N.C.A.A.'s highest-cost, highest-visibility competitive level.

Over all, athletes in Division I-A still graduated at a slightly higher rate than other students at their universities (51.1 per cent to 50.3 per cent), but just 42 per cent of I-A football players and 32 per cent of I-A basketball players graduated within five years.

"Everybody would pretty much agree that we need to focus on football and basketball, that that's where the salient problems are," said Richard McGuire, director of academic advising for athletes at the University of Virginia. "The figures underscore that."

Two hundred sixty-two, or nearly 89 per cent, of the 295 current members of Division I participated in *The Chronicle*'s survey.

The Chronicle sought to collect from all Division I members an academic-re-

Continued on Page A38

President of Rockefeller U. Retracts Scientific Paper That NIH Office Says Contains Fabricated Data

By DAVID L. WHEELER

David Baltimore, president of Rockefeller University, last week retracted a scientific paper that has been the centerpiece of a three-year Congressional investigation into scientific fraud.

Mr. Baltimore, a Nobel Prize–winning biologist, had long defended the integrity of the paper, of which he is a co-author. He made the retraction following the unauthorized release of a National Institutes of Health draft report concluding that data supporting the paper had been fabricated.

The report was written by the institutes' Office of Scientific Integrity and was distributed to news organizations by a source outside the office who refused to be identified.

Shortly after the report's release, Mr. Baltimore issued a written statement declaring that "the draft report, if it stands without major change, raises very serious questions about the veracity of the serological data in the paper."

Subject of 4 Investigations

While Mr. Baltimore was director of the Whitehead Institute for Biomedical Research at the Massachusetts Institute of Technology, he supervised some of the research performed for the paper, which was published in the journal *Cell* in 1986. However, Mr. Baltimore, who began serving as Rockefeller's president last year, did not supervise the research that has been found to have been faked.

The paper has been the subject of at least

Continued on Page A11

Alexander Begins His Review of Minority-Scholarship Issue

Education Secretary Lamar Alexander says colleges can continue offering minority scholarships while he reviews their legality: Page A22.

MARGINALIA

Note in a flyer from the American Library Association:

"Award winning actress Glenn Close will premier her first film production 'Sarah, Plain and Tall' at the ALA Midwinter Meeting. . . . Ms. Close will be honored for her support of library's, literacy and quality children's literature."

There's still work to do, Ms. Close.

■

Ad in *Chemical & Engineering News:*

"DEAN, COLLEGE OF SCIENCE, TEXAS A&M UNIVERSITY. . . . The College has 270 faculty, 2,330 undergraduates, 778 graduate students, and a total research and teaching budget of approximately $39,000.00."

You've nowhere to go but up.

■

From a "Dear Colleague" letter at the University of Miami:

"The University of Miami and it's School of Medicine have reached the goal of attaining a level of scholastic excellence equal to that of the finest schools in the nation."

Its wonderful to hear that.

■

Memorandum to faculty members at the University of Texas at El Paso:

"The Honors Journal is returning to it's roots of 1984 and will be including outstanding Assignment and Research Papers in the Journal, along with artwork, black and white photography, short stories, prose and poetry."

Thats wonderful to hear, too.

■

Announcement at Morehead State University:

"The . . . Committee on Teaching requests nominations by March 1, 1991 for the 1991 Distinguished Teacher Award. . . .

"The recipient of the Distinguished Teacher Award must be a faculty ember who is best characterized as a person who . . ."

Is warm but not fiery?

■

Among the items on the agenda of a faculty meeting at Idaho State University was "Brainstorming setting an agenda for long rage planning."

Now, now, remember De Quincey:

"Man should forget his anger before he lies down to sleep."

■

From the *Daily Vidette*, the paper at Illinois State University:

"New York in 1978 was a wild time for artists.

"As Barry Blinderman, director of the University Galleries, said, 'There was a locust of activity and a wonderful blend of people and cultures.'"

Everybody was abuzz. —C.G.

In Brief

CUNY Softball Player Fatally Shot at Practice

NEW YORK—A student at Herbert H. Lehman College of the City University of New York was killed last week in a random shooting as she practiced softball on a campus athletic field.

Paula A. Soto, a sophomore who played third base, was shot in the left side of her abdomen at the team's first practice of the season. Ms. Soto and two other team members had been playing catch at the edge of the field. She died in surgery four hours later.

Investigators for the New York City Police Department had not determined last week whether the bullet came from someone shooting from the street, a housing project overlooking the field, or a nearby subway platform. They were still investigating last week.

The college's president, Ricardo R. Fernandez, canceled the college's athletic events for the rest of the week.

Harvard, Merrill Lynch Settle $135-Million Suit

CAMBRIDGE, MASS.—Harvard University and Merrill Lynch & Company have settled a $135-million lawsuit in which the university accused the brokerage house of defrauding it in a stock transaction. Both parties have agreed not to discuss terms of the settlement.

"We are very pleased with the outcome," said Daniel Steiner, Harvard's vice-president and general counsel, in a prepared statement. A spokesman for Merrill Lynch said the company also was pleased to settle the suit.

In a complaint filed in U.S. District Court in November 1989, Harvard said Merrill Lynch had sold the university $45-million in short-term debt securities of the Lomas Financial Corporation without fully disclosing the company's financial problems. Harvard bought the securities in May 1989, four months before Lomas, a Texas financial-services company, filed for Chapter 11 bankruptcy protection. Merrill Lynch has denied the charges.

Harvard had sought triple damages of $135-million. The university was one of nine clients to file complaints against Merrill Lynch in connection with the sale of the corporation's securities.

Penn to Cut 300 Jobs After Loss in State Aid

PHILADELPHIA—The University of Pennsylvania has announced that it will cut at least 300 faculty and staff positions, postpone major building projects, and run a $6-million deficit next year, because of proposed cuts in state aid.

Administrators also plan to raise undergraduate tuition and fees by 6.9 per cent, ending a four-year trend of lowering the rate of increase. Last year the university raised tuition by 6.7 per cent. Growth in the financial-aid budget will also be reduced, and the university's policy of need-blind admissions may be evaluated. Gov. Robert Casey has proposed that the state cut $18.6-million in aid to the private university.

The cuts in faculty and staff jobs will be achieved through a combination of retirements, regular departures, reassignments, and layoffs, according to university officials, who did not know how many layoffs would be necessary or where they would occur. The job cuts will begin immediately and continue through 1992, they added.

Administrators said the budget plan aims to reduce expenditures while not harming the university's "core academic mission." The administration will ask the Board of Trustees to allow a $6-million deficit, the first in 15 years.

Student on Campus Street Killed by Drunk Driver

KNOXVILLE, TENN.—A student at the University of Tennessee at Knoxville was struck and killed by a vehicle driven by a drunk driver on a campus street known as "the strip." She was the third student to be killed in the two-block area in three years.

Leslie M. Williams, a senior, died one week after being struck at night by a car on Cumberland Avenue, a busy four-lane thoroughfare on the campus. The street is lined with clubs, bars, shops, and restaurants.

A spokesman for the Knoxville Police Department said the driver of the car, Kent M. Browning, had a breath-alcohol level of 0.14 at the time of the accident. A person with a reading of 0.10 is considered intoxicated. Mr. Browning, who is not a university student, was charged with vehicular homicide.

Ms. Williams was the fifth student to be hit on the road since April 1989. In each of the three mishaps in which a student was killed, the driver of the car had been intoxicated.

The incident has led the university, the city's Police Department, and members of the community to take steps to control drunken driving in the area and to encourage students to use crosswalks and a footbridge.

Court Rules University Not Negligent in Rape

SAN FRANCISCO—A California Court of Appeal has thrown out a suit by a former student who had charged the University of California with negligence for her alleged rape by four football players on the Berkeley campus in 1986.

Peter Davis, a lawyer for the university, said a decision in the student's favor could have set a precedent holding universities responsible for injuries to students at the hands of other students.

In her suit, the student claimed she had been raped during a party in her coeducational dormitory and argued that the university had been negligent for housing females on the same floor with male students. In her suit, she also said the university should have been aware that females were more vulnerable to sexual attack by groups of "associated males," such as athletes or fraternity members.

The First District court said that while college administrators have a "moral duty" to educate students about violence against women, they "do not have a legal duty to respond in damages for student crimes."

The Alameda County district attorney's office declined to prosecute the football players. However, they were disciplined by the university.

A lawyer for the plaintiff said the case may be appealed to the state's Supreme Court. The suit asks for unspecified damages.

Instructor's Flag Burning Sparks Campus Protest

RIVER FALLS, WIS.—Students at the University of Wisconsin at River Falls protested outside the classroom of a professor who burned an American flag in his political-science course.

Jeffrey N. Gerson, a lecturer who is teaching an introductory course in American politics, said he took his class outdoors and burned a small desk-top flag as a "teaching tool." The class was discussing the recent Supreme Court case that defined flag-burning as protected speech. He said he hoped his action would spark debate in the classroom about free-speech issues.

"It was not a personal act," Mr. Gerson said. "It was a pedagogical one."

Three days after the incident, about 250 students gathered on the campus to protest the flag-burning and marched to the building where Mr. Gerson was teaching another section of his course. Protesters entered the building, stood outside the room where the class was meeting, and sang the national anthem. The students also said the Pledge of Allegiance and chanted "U.S.A."

In a statement, Gary A. Thibodeau, chancellor of the campus, said Mr. Gerson had used "extraordinarily bad judgment" in burning the flag. But, he said, it would be inappropriate for the university to condemn Mr. Gerson's teaching methods.

Mr. Gerson, who has a one-year contract, said he was afraid his contract would not be re-

What They're Reading on College Campuses

		Previous Survey
1.	**The Silence of the Lambs,** by Thomas Harris	—
2.	**From Beirut to Jerusalem,** by Thomas L. Friedman	6
3.	**Dances With Wolves,** by Michael Blake	1
4.	**Saddam Hussein and the Crisis in the Gulf,** by Judith Miller and Laurie Mylroie	—
5.	**All I Really Need to Know I Learned From My Cat,** by Suzy Becker	3
6.	**Desert Shield Fact Book,** by the staff of Game Designers' Workshop	—
7.	**Devices and Desires,** by P. D. James	—
8.	**Wiener Dog Art,** by Gary Larson	—
9.	**All I Really Need to Know I Learned in Kindergarten,** by Robert Fulghum	10
10.	**Iron John,** by Robert Bly	—

The Chronicle's list of best-selling books was compiled from information supplied by stores serving the following campuses: American U., Baylor U., Bucknell U., Carleton College, Carnegie Mellon U., Case Western Reserve U., Central Michigan U., Dartmouth College, Denison U., Idaho State U., Iowa State U., Kent State U., Lawrence U., Lehigh U., Mankato State U., Montana State U., New York U., North Dakota State U., Pennsylvania State U., Portland State U., San Francisco State U., Southern Methodist U., Stanford U., Tulane U., U. of California at San Diego, U. of Hawaii, U. of Illinois at Urbana-Champaign, U. of Iowa, U. of Maryland–Baltimore County, U. of Missouri at Columbia, U. of Nebraska at Lincoln, U. of New Orleans, U. of Notre Dame, U. of Pittsburgh, U. of Puget Sound, U. of Washington, U. of Wisconsin at Madison, U. of Wisconsin at Milwaukee, Washington U. (Mo.), and Wichita State U.

Reports covered sales of hardcover and paperback trade books in February.

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Business & Philanthropy

Give & Take

Faced with a budget gap, the University of New Hampshire did what anyone else might do in its position: It entered the sweepstakes.

When an entry for American Family Publishers' Sweepstakes came addressed to the University of New Hampshire last month, Fred A. Schnur, associate vice-president for finance, took a look at it and figured what the heck. "I want people to know we are doing all we can," Mr. Schnur told the *Campus Journal*, the university's newspaper.

The university is trying to find ways to make up for cuts in state aid. Gov. Judd Gregg has proposed that $1.8-million be cut from the university's budget for fiscal 1992.

The sweepstakes will award $10-million, more than enough to make up for the cuts. Although winners will be announced later this month, Mr. Schnur has learned that the university didn't hit the jackpot.

In an interview, Mr. Schnur said the university is serious about looking for new sources of money. Even so, he adds: "You have to be able to laugh, even in tough times."

■

The NEC group of electronics companies, whose parent corporation is in Japan, has announced it will establish a $10-million foundation in the United States to support the development and use of technology.

Initially the NEC Foundation will support programs that use technology to improve the lives of disabled people as well as science and engineering education. Eventually the foundation's education grants will be awarded to colleges and universities, said a spokeswoman for NEC America Inc., in Melville, N.Y. The company is one of several U. S. affiliates of Tokyo's NEC Corporation, which produces computers, communications systems, and semiconductors.

■

The University of Florida was issued United States Patent No. 5,000,000 at a ceremony at the U. S. Department of Commerce last week.

The five millionth patent was issued to a genetically engineered bacterium that can convert most types of sugars found in plant material into ethanol. The bacterium was developed by Tyrrell Conway, a former faculty research assistant at the university and now an assistant professor of biological sciences at the University of Nebraska at Lincoln; and Lonnie Ingram, a professor of microbiology at the University of Florida.

At Florida, Mr. Conway and Mr. Ingram developed a process using recombinant DNA techniques to insert a gene responsible for ethanol production in the bacterium "E. coli." Use of the new bacterium may improve the production and manufacture of ethanol, which has been widely heralded as a potential substitute for gasoline fuel.

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Randolph P. Martin of Emory U.'s medical school: "Universities must recognize the competitiveness of the environment they're working in and still maintain integrity."

THE UNIVERSITY OF PENNSYLVANIA

Marna C. Whittington of the U. of Pennsylvania: "You've never won the battle of black ink. And I don't see that changing anytime in the near future."

Financial Pressures Prompt Teaching Hospitals to Cut Costs, Raising Fears About Medical Education and Patient Care

Some report multimillion-dollar losses stemming from competition and lower insurance payments

By KAREN GRASSMUCK

In the 1980's university presidents had a joke they liked to tell each other that jabbed playfully at the complex problems they encountered in running medical centers. A president dies and goes to the hereafter, the story goes, only to discover that the University of Hell has not one but two teaching hospitals.

These days, university officials have stopped joking. The laughter has turned to dismay as they find that the intricate financial network that supports the hospitals has rapidly unraveled.

Universities have long prized their relationships with teaching hospitals. A medical center adds prestige to an institution's image, and money, in the form of hundreds of millions of dollars in research funds.

Lately, however, cuts in insurance reimbursements for medical treatments and increasing competition for patients have caused the hospitals' bottom lines to sag alarmingly. More and more institutions are losing millions of dollars and draining their cash reserves to stay solvent.

As a result of the financial pressures, such centers as Howard University Hospital and the University of Minnesota Hospital and Clinic are rethinking the way they do business.

Number on Critical List Rising

Throughout the country, university-hospital directors are moving to contain costs, increase productivity, and improve services in the hope of attracting more paying patients. In the process concern is growing in some quarters that the efforts are cutting into the hospitals' ability to render the best medical education and patient care.

The number of teaching hospitals on the financial critical list appears to be rising. According to the Association of American Medical Colleges, 21.3 per cent of the roughly 100 teaching hospitals it surveyed ended 1989 with losses, up from 17 per cent that reported losing money in 1988. The association has not yet compiled its 1990 survey, but preliminary reports from several hospitals suggest that the proportion reporting losses continues to rise.

Johns Hopkins to Close a Hospital

For example, two hospitals that expected to be profitable this year—those owned and operated by the University of Minnesota and George Washington University—reported overall losses in 1990, according to officials there.

Elsewhere, the Johns Hopkins Health System—viewed by many teaching-hospital officials and consultants as among the most successful in the struggle to stay out of debt—announced this month that it would close one of its three hospitals this spring because of heavy operating losses.

Others, like Howard University Hospital, have had to borrow money from their universities to stay solvent. And at the University of California at Irvine, hospital officials have told state and county authorities that without extra funds they may have to shut down by the end of the year. The hospital lost $11-million last year, university officials say.

The recession is adding to the hospitals' woes, says James D. Bentley, vice-presi-

Continued on Following Page

Revenue of Largest University-Owned Teaching Hospitals in 1989

	Net patient revenue	Total profit margin
U. of Michigan Hospitals	$393,742,000	5.3%
Duke U. Hospital	337,980,563	2.7
U. of California at Los Angeles Medical Center	307,937,977	8.0
Rush-Presbyterian-St. Luke's Medical Center	284,281,180	1.0
Thomas Jefferson U. Hospital	276,976,000	5.5
Stanford U. Hospital	272,484,273	2.0
Foster G. McGaw Hospital (Loyola U., Ill.)	267,913,211	3.5
Hospital of the U. of Pennsylvania	264,074,000	−2.9
U. of Iowa Hospitals and Clinics	256,248,391	8.6
U. of Minnesota Hospital and Clinic	237,137,385	0.0
New York U. Medical Center	235,619,401	−2.4
U. of California at San Francisco Medical Center	222,502,376	4.0
Vanderbilt U. Hospital and Clinic	215,277,000	2.7
U. of Alabama Hospital	213,130,529	2.1
Medical College of Virginia Hospitals	206,520,907	1.6
U. of California at Davis Medical Center	204,040,884	3.8
Indiana U. Hospitals	201,000,953	3.5
Ohio State U. Hospitals	199,566,275	−0.6
Strong Memorial Hospital (U. of Rochester)	197,072,707	2.5
U. of Virginia Hospitals	195,212,287	10.7

Note: Amounts cover patient-care revenues received as reported to the federal government.

SOURCE: HEALTH CARE INVESTMENT ANALYSTS, INC.

University Hospital Struggles to Solve Its Big-City Woes

WASHINGTON

The businesslike wave sweeping university hospitals has come on strong at Howard University Hospital, which is fighting hard for its financial life.

Like many big-city hospitals, Howard has big-city problems. Its emergency room is often packed with people waiting to see a doctor. Many of its patients are likely to need specialized, expensive care, whether they are victims of gunshot wounds or are newborn infants addicted to crack cocaine. In addition, many patients have no means of paying their bill.

Typical of teaching hospitals in urban settings, Howard is hemorrhaging money. The hospital ran a $13.8-million deficit on its $150-million budget last year, despite a $25-million subsidy from the federal government. Last year was the third year in a row that the hospital was in the red, says Franklyn G. Jenifer, Howard University's president. The university has lent money to its struggling hospital, but that cannot go on indefinitely, Mr. Jenifer says. He adds: "This could get rather serious."

70% Occupancy Rate

Most of the 16-year-old, 500-bed hospital's losses stem from its 70-per-cent occupancy rate, considered low in the industry. Also, the large portion of unreimbursed care cuts deeply into its revenues. The hospital says that 26.8 per cent of its care was unreimbursed last year.

Like most teaching hospitals, Howard's is founded on the principle that no patients will be turned away because they cannot afford the cost of treatment. That poses special problems for the hospitals, which provide a disproportionate amount of charity care. The nation's 400 teaching hospitals represent 6.5 per cent of the 6,100 hospitals in the country, but they provided about 42 per cent of all charity care rendered in 1989, according to a survey by the American Hospital Association.

"Howard must be a customer-oriented facility. Service is what we're here for. You improve service, and you improve the bottom line."

Howard is taking big steps to turn the red ink black. As a start, last November the university hired Kevin E. Lofton to be the hospital's executive director. His mission is to make the hospital solvent by marketing its services and improving its efficiency. Aided by other hospital officials, Mr. Lofton has identified inefficient practices that the institution is now attempting to control.

No budget item escapes notice. Concerned about big telephone bills, for example, the hospital bought more directories and encouraged employees to use them, thereby helping to cut back on directory-assistance calls. That measure and others could help the hospital reduce costs by more than $3-million a year, Mr. Lofton says. "Nothing is sacred," he adds.

Mr. Lofton also plans to improve efficiency by shortening the average length of patient stays—which at a current rate of 10.6 days is well above the national average of 7.8 for teaching hospitals. He also hopes to reduce the time needed to process diagnostic tests, which also exceeds the industry average.

Success in Jacksonville

Finally, Mr. Lofton is seeking to increase the number of area physicians who are not members of the medical-school faculty but who treat patients at Howard, thereby improving the hospital's occupancy rate. "I'm convinced that you can treat poor people and still make money," he says.

Mr. Lofton's approach owes much to his success as executive vice-president of the University Medical Center in Jacksonville, which is affiliated with the University of Florida. By better marketing to the community, he says, the hospital during his tenure went from losing money to making it.

Like the Jacksonville hospital, he continues, Howard must find ways to attract more patients whose medical care will be reimbursed.

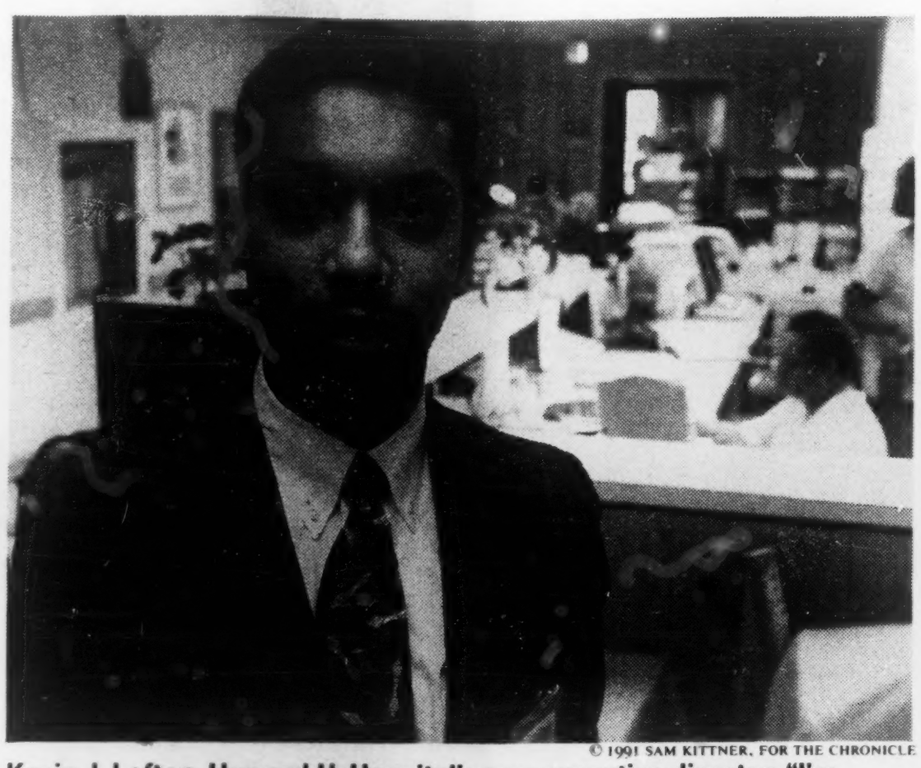
To do that, the hospital will have to surmount one of its biggest problems: its image. Howard suffers from a reputation as a hospital that exists primarily to provide medical care for poor people, Mr. Lofton says. He plans to change that image by improving external relations.

He also plans to make patients more comfortable at the hospital by training employees in a program called Courtesy, Attitude, Respect, and Enthusiasm (CARE), and establishing a customer-relations department with a "hotel mentality." He wants the hospital's employees to refer to patients as guests and treat them accordingly. Mr. Lofton compares this plan to a system he describes as "the Disney approach," a reference to the employee-training program at Walt Disney World.

"Here, it won't be called Disney, but I guarantee you it will have the same end result" of making patients more comfortable during their stay, he says.

"Howard must be a customer-oriented facility," he adds. "Service is what we're here for. You improve service, and you improve the bottom line."

—KAREN GRASSMUCK



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Kevin J. Lofton, Howard U. Hospital's new executive director: "I'm convinced that you can treat poor people and still make money."

Cutbacks at Nation's Teaching Hospitals Raise Fears About Education and Care

Continued From Preceding Page

dent for clinical services at the Association of American Medical Colleges, which represents the nation's approximately 400 teaching hospitals.

"We're in a classic situation where, as people get laid off and lose insurance coverage, the emergency rooms of teaching hospitals are becoming the primary provider of their care," he says. "We're seeing a continued deterioration in teaching hospital finances. There's a lot of anxiety out there."

Marna C. Whittington, senior vice-president at the University of Pennsylvania, notes that the large budget of the university's hospital depends for viability on patient revenues. Accordingly, Ms. Whittington says, it remains the "most volatile piece" of the university.

"This is not an easy business to be in," she adds. "You've never won the battle of black ink. And I don't see that changing any time in the near future."

Universities maintain a variety of relationships with the teaching hospitals that their medical-school professors and students call home. Some universities own their hospitals directly, while others leave the ownership and management to a non-profit organization that has no financial relationship to the university. Many universities in major cities, such as the University of Chicago, have divested themselves of their hospitals in recent years, citing the financial risks. The University of Wisconsin is evaluating a proposal to turn its teaching hospital into an independent, non-profit entity separate from the university.

Yet they all share an agenda of improving their financial health. Among the strategies they are using to deal with the pressure are:

- Developing ambulatory-care and satellite facilities to attract patients who are covered by insurance. Such centers include "customer-driven services," which might offer breast-cancer screening and childbirth services, says Mr. Bentley of the Association of American Medical Colleges. Duke University and the University of Michigan have taken that route.
- Merging with or acquiring oth-

Pressures Seen Threatening Quality of Medical Education

By KAREN GRASSMUCK

The push to release patients more quickly from hospitals may be hampering doctors' ability to render the best and most humane medical treatment, a prominent medical educator says.

At the same time, the drive for efficiency at the nation's teaching hospitals is threatening the quality of medical research and education, he argues.

Roger J. Bulger, president of the Association of Academic Health Centers, an organization of medical-school administrators at 110 universities, says the trend to contain costs and increase productivity at teaching hospitals leaves medical students, resident physicians, and supervising doctors with little time to "relate to the patient as a person." That robs physicians of the opportunity for "sympathy, kindness, and empathy," he says.

'People Come in like Hams'

In his career, Dr. Bulger has run the University of Texas Health Science Center at Houston and the Institute of Medicine of the National Academy of Sciences. He bases his argument on his own experiences, on observations of current hospital practices and on consultations with his colleagues.

In teaching hospitals today, time is more limited than ever, Dr. Bulger says, and physicians are being increasingly pressured by hospital officials to spend less time in patient consultations.

"People come in like hams and go through this thing," he says. "There just isn't time for the student to talk to the patient. And at the same time, people are saying our medical students are no good."

Dr. Bulger and other educators worry that patients may pay a high price if financial pressures cause a doctor to release a patient even if the doctor thinks the patient would be best kept at the hospital for several more days.

Releasing patients before it is medically advisable to do so has created serious problems at non-teaching hospitals. In one case, involving a patient who died 20 days after being discharged from a drug-abuse program at a hospital in Cerritos, Cal., a state appeals court ruled that the early release was a substantial factor in the patient's death. The court ordered a medical-review company and two insurers to stand trial in a damage suit brought by the patient's parents.

Training for the Real World

Hospital directors maintain that the pressures confronting medical students at teaching hospitals mirror those that students will face once they are practicing on their own.

"We have an obligation to train medical students in the way medicine is practiced today," says Kevin J. Lofton, executive director of the Howard University Hospital. That training should include making students aware of current cost constraints, Mr. Lofton says.

Adds Wilbur B. Pittinger, executive director of the Hospital of the University of Pennsylvania: "If you're really doing that, you're improving the quality of medical education."

Doctors also find that the reliance on satellite clinics and ambulatory-care facilities has made medical education more cumbersome, often requiring students and their supervising physicians to travel to far-flung clinics for medical rotations.

Sometimes, the facilities are many miles from the main teaching hospital, resulting in increased downtime for student and educator, at high cost to the hospital, says William N. Kelley, dean of the School of Medicine at the University of Pennsylvania. Penn is now evaluating whether to open a series of satellite facilities. ■

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Roger J. Bulger, president of the Association of Academic Health Centers: "People are saying our medical students are no good."

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er hospitals and clinics to increase the number of paying patients, a practice critical to many teaching hospitals in urban areas where they treat large numbers of patients who have no health insurance and are unable to pay for treatment. The University of Minnesota is one of many pursuing that strategy. Vanderbilt University Medical Center and Meharry Medical College, meanwhile, have proposed merging their hospitals, and the Ohio State University has proposed a collaborative venture with the Cleveland Clinic.

■ Adopting such cost-cutting measures as layoffs, stepped-up monitoring of reimbursement and billing, and the purchase of hospital supplies and capital equipment at a discount through participation in hospital consortia. Other strategies include encouraging physicians to consider switching patients from intravenous therapies to less-costly oral medication.

■ Shortening the length of time patients stay in hospitals to take advantage of Medicare's current reimbursement policy. Medicare guidelines provide set payments for individual stays and treatments. If a hospital releases a patient sooner than is customary, it is allowed to keep the Medicare money that is left unspent. The average length of stay among patients in teaching hospitals was 8.6 days in 1979, but had declined to 7.8 days in 1989, according to the A.A.M.C.

The hospitals' difficulties stem largely from efforts among private and public insurers to trim reimbursements for medical care.

Teaching hospitals also face rising competition for the paying patients who used to flock to their doors. These days, even small community hospitals are able to provide cardiac-bypass operations and other complicated procedures that once were the teaching hospitals' exclusive domain.

"As people get laid off and lose insurance coverage, the emergency rooms of teaching hospitals are becoming the primary provider of their care."

Adding to their problems are the hospitals' failure to control costs and a tendency to invest in costly new equipment and capital improvements. Some federal health officials criticize the equipment purchases as unnecessary and contend that the hospitals are obsessed by a "medical arms race." Hospital and university officials argue that the expenditures are increasingly necessary, not only to remain at the forefront of medical technology but also to survive in an increasingly competitive arena.

Randolph P. Martin, associate dean for clinical development at Emory University's medical school, admits that university hospitals "have not been as long-sighted as they could have been" in working to check escalating costs.

He says, however, that teaching hospitals must excel in education and research, unlike community hospitals, which focus exclusively on patient care. Dr. Martin warns that teaching hospitals must guard against becoming "too commercial" and "too marketing-oriented" in their quest for stability.

"It's a very complicated picture," he says. "But the bottom line is that universities must recognize the competitiveness of the environment that they're working in and still maintain their integrity."

Some faculty members at medical schools warn that medical education is suffering under the pressure on hospitals to be more businesslike. They note that shortened hospital stays and increased reliance on out-patient treatment hampers the ability of resident doctors to monitor patients' progress, an important component of medical education. (See story on Page A28.)

In the meantime, medical educators' efforts to improve teaching and research must compete with the continuing struggle for financial stability.

Unexpected Loss at Minnesota

Early this year, an unexpected loss of $3-million surprised administrators at the University of Minnesota Hospital, which had been profitable in previous years.

The hospital's administrators say they are not sure what caused the loss, which has forced them to scale back expansion plans. They are trying to head off further budget problems by acquiring a clinic in Red Wing, Minn., improving the efficiency of staff members, and increasing the number of faculty physicians who visit remote areas of the state to see patients who, if necessary, are referred to the hospital for further care.

"We are not in financial trouble," says Robert Dickler, the hospital's general director. "But we are being more conservative and looking further ahead to make sure that we don't get into financial trouble."

That is no small task, says Thomas L. Kelly, industry director for health care for KPMG Peat Marwick, the accounting and consulting company, and an adviser to many teaching hospitals.

"In general, people expect 1991 to be not as good as 1990 was," Mr. Kelly says, adding, "There's no easy way to make up these losses." ■

Private Grants and Gifts

BUSH FOUNDATION
E-900 First National Bank Building
332 Minnesota Street, St. Paul 55101
Faculty. For programs of faculty development: $75,000 to Bethany Lutheran College, $180,000 to College of Saint Catherine, $120,000 to Gustavus Adolphus College, $710,511 to Minnesota Community College System, $300,000 to North Dakota State U., and $105,000 to U. of Saint Thomas.
Science and mathematics. For programs of mathematics and science education: $417,755 over two years to American Association for the Advancement of Science and $189,476 over three years to College of St. Scholastica.

EDYTH BUSH CHARITABLE FOUNDATION
199 East Welbourne Avenue
P.O. Box 1967
Winter Park, Fla. 32790-1967
Support. For support of programs: $150,000 challenge grant to Stetson U.

DOW CHEMICAL COMPANY FOUNDATION
1776 Building
Midland, Mich. 48674
Engineering. For programs for minority-group faculty members in engineering: $150,000 to Pennsylvania State U.

HOMER AND MARTHA GUDELSKY FAMILY FOUNDATION
11900 Tech Road
Silver Spring, Md. 20904
Medical education. For the capital campaign for the medical center: $5-million to U. of Maryland at Baltimore.

WILLIAM AND FLORA HEWLETT FOUNDATION
525 Middlefield Road
Menlo Park, Cal. 94025
Support. For the president's discretionary fund: $250,000 to Bowdoin College.

KRESGE FOUNDATION
P.O. Box 3151
3215 West Big Beaver Road
Troy, Mich. 48007-3151
Facilities. For a laboratory building and for renovation of a science building: $500,000 to Alma College.
—For construction and renovation of facilities: $1-million to Bowman Gray School of Medicine of Wake Forest U.
—For a science center: $500,000 to Kalamazoo College.
—For a new academic building: $350,000 to Messiah College.
—For a library: $400,000 to Shenandoah U.
—For renovation and expansion of the science center: $250,000 to Smith College.
—For an academic computing center: $500,000 to Trinity College (Conn.).
Science education. For science equipment: $500,000 to Union College (N.Y.).

SOUTHWESTERN BELL FOUNDATION
One Bell Center, St. Louis 63101
Teacher education. For programs of teacher education: $1-million over five years to U. of Missouri at Columbia, $400,000 over three years to Saint Louis U., $150,000 over three years to Webster U., $97,000 over two years to Southeast Missouri State U., and $45,000 to Maryville College.

LETTIE PATE WHITEHEAD FOUNDATION
1400 Peachtree Center Tower
230 Peachtree Street, N.W.
Atlanta 30303
Student aid. For scholarships: $55,000 to Ferrum College and $50,000 to Mary Baldwin College.

GIFTS & BEQUESTS
California State University at Hayward. For the center for private-enterprise studies: $1-million from Owen R. and Erma F. Smith.
College of Boca Raton. For programs in teacher education: $60,000 from Citibank.
Muskingum College. For the endowment: $96,550 from the estate of Esther Stewart.
—For scholarships: $300,000 from the estate of Beulah VanWagenen and $450,000 from the estates of Edward A. and Esther J. Snodgrass Whittemore.
Pennsylvania State University. For a professorship in Anglo-German literary and cultural relations: $150,000 from AEG Westinghouse Transportation Systems.
University of Kansas. For programs in the school of education: $50,000 from Judy and Richard Billings.
Yale University. For the Center for Molecular Medicine: $10-million from Herbert W. and Marigrace Boyer.

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Athletes Graduate at a Higher Rate Than Other Students, Study Finds

Continue From Page A1

porting form the N.C.A.A. collects from each college every year.

Colleges are not required to make the information public, but almost all of them provided the form in response to the request by *The Chronicle*. Most of the 33 Division I members that did not respond said they preferred not to release the information, while a few others failed to provide the data despite repeated requests.

(Some colleges also raised specific objections to the methods used by the N.C.A.A. to calculate the graduation rates. For a discussion of their objections and other information about how the survey was conducted, see story below.)

The survey's results support some of the public perceptions about the academic success of athletes, but raise doubts about other commonly held views.

Different Degrees of Success

The strong overall performance of Division I athletes in earning a degree suggests that, as a group, athletes are as successful, if not more so, as the general student body. Despite the overall advantage of athletes over other students, though, the survey shows that athletes at more than 100 Division I colleges graduated at a lower rate than their peer students.

Athletes achieved radically different degrees of success depending on their level of competition, their sex, and the kind of institution they attended. More than 50 of the colleges that responded to the survey graduated fewer than a third of their athletes within five years.

Although more than half of all Division I-A athletes graduated, for instance, 21 of the 96 Division I-A universities that responded to the survey graduated a third or fewer of their athletes.

In Division I-AA, the N.C.A.A.'s less-costly, less-visible competitive level for football, athletes graduated at a rate of 61.4 per cent, compared with nearly 47 per cent of all students at those colleges. At the Division I-AAA level, where colleges play big-time basketball but play football in Division II or III or not at all, athletes graduated at a 56-per-cent rate, compared with a rate of under 41 per cent of all students at those colleges.

The graduation rates for athletes in Division I-AA, and in Division I generally, were skewed upward by more than a dozen private universities, including those in the Ivy League, which sponsor large sports programs and graduate high proportions of their athletes. Athletes from the eight Ivies plus Bucknell, Colgate, and Lehigh Universities and the College of the Holy Cross, made up nearly a third of the Division I-AA total and graduated at a 90-per-cent rate.

Calculating Averages

"Calculating averages instead of medians weights the schools with the largest numbers of athletes," says Ursula Walsh, the N.C.A.A.'s research director. "Generally, those are pretty successful programs academically, and so they raise the numbers."

The N.C.A.A. never publishes institution-by-institution lists of graduation rates, but when it publishes overall compilations of the data, it provides median totals rather than averages. *The Chronicle* survey provides both numbers.

Female athletes easily outdistanced male athletes, and also pulled up the overall graduation rates for athletes.

Athletes and students at private universities were also much more likely to graduate than were their counterparts at public universities.

"Public universities are going to have different admissions requirements and different missions than privates, and that will be reflected in the statistic of graduation rates," said Sara L. McNabb, registrar at Indiana University.

The graduation rates of male basketball players trailed all other groups of students in every category of institution. ■

WHAT DO THE NUMBERS MEAN?

College Officials Worry That Graduation-Rate Data May Be Misread and Misused

By DOUGLAS LEDERMAN

Many college officials tremble at the thought that graduation rates will be used as the primary gauge of their success in educating students as well as athletes.

They fear that the general public may not realize that the days when the average student finished college in four years are largely past, and that many of today's students take five or even six years to earn a degree.

They also worry that in comparing graduation rates, the public will not take the time to recognize differences in missions and academic standards between public and private institutions.

What do the numbers in *The Chronicle*'s graduation-rates survey mean? What information do—and don't—they provide about the academic success of athletes and other students?

In conducting its survey, *The Chronicle* used the most current data available from Division I colleges, which are contained in the 1990-91 version of the National Collegiate Athletic Association's Academic-Reporting Form.

New Form to Be Used

The information covers students and recruited athletes who entered Division I colleges in the fall of 1984, and tracks their progress over a five-year period to the end of the 1988-89 academic year.

Beginning next fall, the N.C.A.A., prodded by a new federal law requiring colleges to publish the graduation rates of their athletes and other students, will begin collecting from all Division I and II members a new form, which asks for much more information and uses slightly different criteria. The N.C.A.A. first expects to publish that institution-by-institution data in late 1992.

Officials at some of the 33 colleges that did not respond to *The Chronicle's* survey said they believed that the methods currently used by the N.C.A.A. to calculate the graduation rates were inaccurate, and that the group's new method for reporting the data would better reflect the academic performance of their athletes.

For instance, the graduation rates now collected by the N.C.A.A., which are the ones contained in *The Chronicle*'s survey, represent a one-year snapshot of an institution's performance, rather than a rolling average of several years' statistics, as in the new form.

'A More Stable Measure'

"The rolling average is just a more stable kind of measure," said Ursula Walsh, the N.C.A.A.'s director of research. "The one-year snapshot is going to be subject to some aberration, some fluctuation, such as when a coach leaves and the players follow."

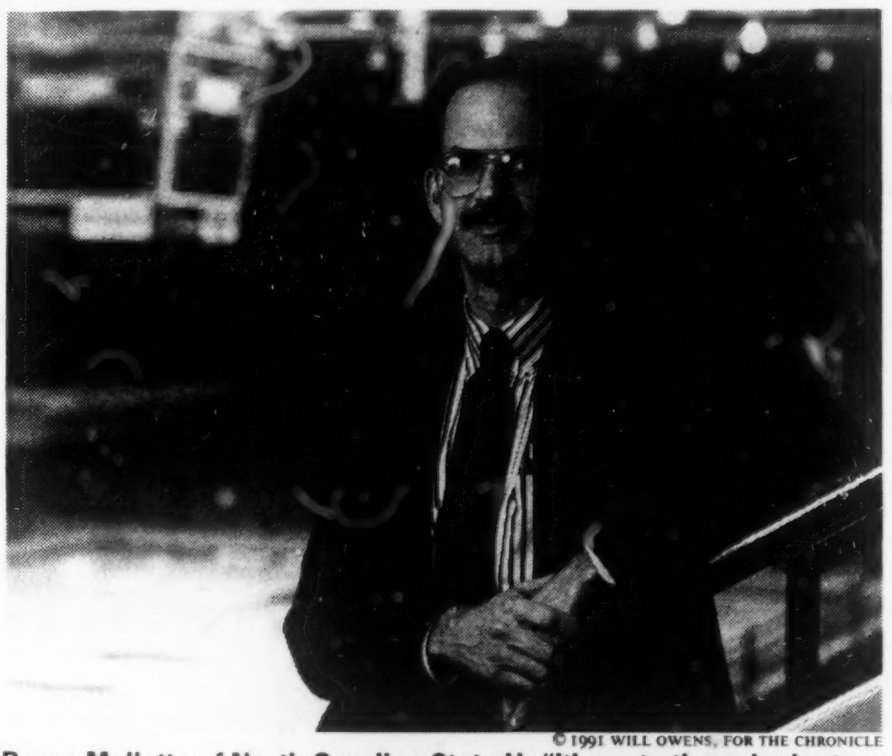
The graduation rate for each group in *The Chronicle*'s survey was derived by taking the number of people who entered the institution as full-time students at the start of the 1984-85 academic year, and determining how many of them had graduated by the end of the 1988-89 academic year.

Some colleges argued that the five-year period used to calculate graduation rates in the current form is inadequate, particularly for urban universities with many students who commute or hold jobs. The University of Texas at El Paso noted in its N.C.A.A. form: "The average U.T.E.P. student takes six and a half years to graduate, and we object to the use of a lesser, misleading standard."

Dolores Vura, director of analytical studies at California State University at Fullerton, noted in a letter accompanying her institution's report that 25 per cent of all students there require a sixth year on their way to graduation. "While the five-year graduation rate was extended from the traditional four years in an attempt to capture the nontraditional behavior, it does not go nearly far enough," she wrote.

The new reporting form will use a six-year graduation rate.

Many college-sports officials also contend that athletes who leave a college in good standing should not be counted as non-graduates. Many of those athletes, they note, transfer to and graduate from other colleges, and hence should not be counted against the college they left behind. The graduation-rate survey done by the College Football Association for its own members, for instance, uses an "adjusted" rate, which excludes athletes who leave in good standing.



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Bruce Mallette of North Carolina State U.: "It's up to the spin doctors to explain what happened to the athletes who didn't graduate."

Joseph A. O'Hare, president of Fordham University, noted in a letter with his institution's form that four of the seven non-graduates among Fordham's 1984-85 athletes left in good standing. The two male basketball players who did not graduate from Fordham, he said, transferred to other colleges in search of more playing time and graduated from those institutions. Under the N.C.A.A. requirements, "they must, however, be counted as non-graduates from Fordham," he wrote.

Other officials argue that the flat rate is the only useful rate.

"A high-school parent wants to know, If my son or daughter comes to your institution, what are the chances he or she will graduate within five or six years?" said Bruce Mallette, assistant director of institutional research at North Carolina State University. "The institution should do only the pure model. It's up to the spin doctors on campus to explain, if they want to, what happened to the athletes who didn't graduate."

Debate Over Comparisons

Mr. Mallette and others also point out that it would be nearly impossible to develop an "adjusted" rate for the general student body, which would make comparisons between athletes and other students very difficult.

There was also a good deal of disagreement about whether that comparison is fair to begin with.

Some college officials cite several reasons why athletes should be more successful than other students. First, many of them are on scholarship, and are less likely to be forced from college because of financial hardship.

"Athletes don't have to ask the question, Do I have the money to stay in school? nearly as much as other students," said David K. Wells, the University of Mississippi's assistant athletics director for student services.

Second, N.C.A.A. athletes must use their four years of eligibility within a five-year time frame, so they are more likely to complete their college careers in consecutive years "because when they leave they're losing eligibility time," said Ms. Walsh, the N.C.A.A.'s research director.

Athletes' chances of academic success may also be bolstered by the array of academic-support services that are not only made available to them but, in many instances, thrust upon them. Many athletes who play big-time sports have more access to tutoring and academic-skills preparation than do most other students.

Ms. Walsh notes, however, that many athletes as a group come to college somewhat less prepared academically than other students, and that big-time sports programs tend to include a higher proportion of male and black students than the general student population, which may lower the graduation rates of athletes.

In addition, said Steve McDonnell, who oversees the academic counseling for athletes at Iowa State University, the time demands and intense pressures of sports competition may also hurt the classroom performance of athletes.

Many researchers and college officials said that people reviewing the graduation-rates data should be extremely wary of comparing institutions.

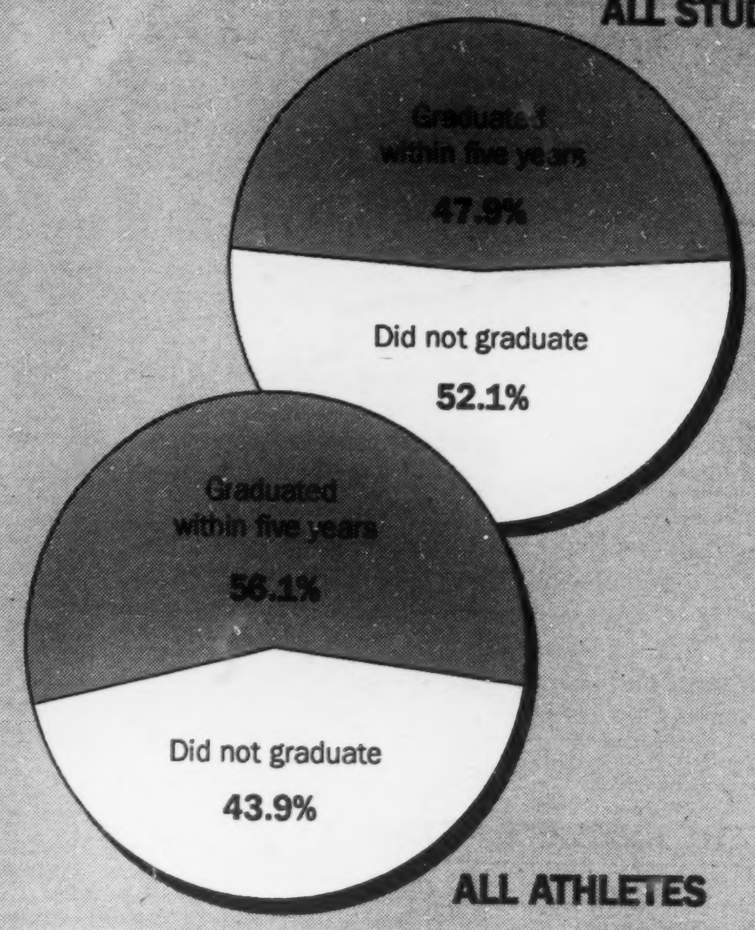
Mr. Wells of Mississippi said he feared that if colleges worry too much about how their graduation rates measure up to other institutions, they may develop "creative academic programs" that athletes will easily master.

"That approach keeps the student eligible, and it improves the school's graduation rate, but have we really given them an education?" he asked.

Mr. Wells also argued that overemphasis on graduation rates led to another problem. "It holds the institution accountable more so than the individual student, and in the end, that's where the ultimate responsibility lies." ■

A CHRONICLE SURVEY

Graduation Rates of Athletes and Other Students at Division I Colleges



	Per cent of '84 freshmen graduating by August '89	Per cent of '84 freshman athletes graduating by August '89	Per cent of '84 football recruits graduating by August '89	Per cent of '84 basketball recruits graduating by August '89
Division I-A	50.3%	51.1%	42.5%	31.9%
Division I-AA	46.8	61.4	54.0	46.7
Division I-AAA	40.7	56.0	n/a	42.1

	Number of entering freshmen fall '84	Per cent of '84 freshmen graduating by August '89	Number of freshman recruited athletes fall '84	Per cent of '84 freshman athletes graduating by August '89	Number of male freshman athletes fall '84	Per cent of male athletes graduating by August '89	Number of female freshman athletes fall '84	Per cent of female athletes graduating by August '89	Number of freshman football recruits fall '84	Per cent of '84 football recruits graduating by August '89	Number of freshman men's basketball recruits fall '84	Per cent of '84 basketball recruits graduating by August '89
Alabama State University, I-AA	Declined to respond											
Alcorn State University, I-AA	487	35.3%	42	31.0%	37	27.0%	5	60.0%	21	23.8%	3	33.3%
American University, I-AAA	922	66.7	33	69.6	21	61.9	12	83.3	*	*	5	80.0
Appalachian State University, I-AA	1,868	50.0	82	42.7	68	38.2	14	64.3	37	35.1	3	33.0
Arizona State University, I-A	4,106	37.6	82	30.5	55	21.8	27	48.1	22	27.3	6	33.3
Arkansas State University, I-AA	1,742	21.2	38	13.2	31	12.9	7	14.3	21	9.5	3	33.0
Auburn University, I-A	2,927	56.2	83	42.2	53	30.2	30	63.3	27	14.8	6	0.0
Augusta College, I-AAA	457	16.4	41	34.1	24	25.0	17	47.1	*	*	2	0.0
Austin Peay State University, I-AA	683	23.4	54	25.9	43	20.9	11	45.5	23	13.0	6	16.7
Ball State University, I-A	3,778	55.0	76	80.2	48	75.0	28	89.3	17	58.8	4	75.0
Baptist College, I-AAA	Declined to respond											
Baylor University, I-A	2,281	64.0	42	52.4	32	50.0	10	60.0	17	64.7	5	0.0
Bethune-Cookman College, I-AA	Declined to respond											
Boise State University, I-AA	928	21.2	46	21.7	30	10.0	16	43.8	12	25.0	2	0.0
Boston College, I-A	2,158	85.1	94	89.4	51	82.4	43	97.7	20	85.0	3	100.0
Boston University, I-AAA	Declined to respond											
Bowling Green State University, I-A	2,990	54.6	95	52.6	59	45.8	36	63.9	19	31.6	4	25.0
Bradley University, I-AAA	850	61.4	36	61.1	22	63.6	14	57.1	*	*	7	57.1
Brigham Young University, I-A	Declined to respond											
Brooklyn College, I-AAA	Declined to respond											
Brown University, I-AA	1,369	89.9	250	89.2	180	88.3	70	91.4	59	88.1	7	85.7
Bucknell University, I-AA	902	87.3	176	86.9	114	86.8	62	87.1	35	88.6	2	100.0
Butler University, I-AAA	547	58.8	54	72.2	35	74.3	19	68.4	*	*	1	0.0
California State U. at Fresno, I-A	1,457	31.0	58	29.3	36	25.0	22	36.4	8	25.0	3	33.3
California State U. at Fullerton, I-A	1,929	27.4	67	23.9	52	19.2	15	40.0	12	8.3	6	0.0
California State U. at Long Beach, I-A	2,196	17.5	44	29.5	32	28.1	12	33.3	7	57.1	8	12.5
California State University at Northridge, I-AAA	2,970	15.5	56	10.7	37	8.1	19	15.8	16	12.5	2	50.0
Campbell University, I-AAA	Declined to respond											
Canisius College, I-AAA	568	56.0	43	58.1	28	57.1	15	60.0	*	*	2	100.0
Centenary College (La.), I-AAA	276	35.9	41	53.7	34	50.0	7	71.4	*	*	3	100.0
Central Connecticut State U., I-AAA	1,379	35.4	61	50.8	30	40.0	31	61.3	*	*	2	50.0
Central Michigan University, I-A	3,029	46.7	116	58.6	71	54.9	45	64.4	29	51.7	5	20.0
Chicago State University, I-AAA	617	8.1	41	24.4	34	20.6	7	42.9	*	*	8	12.5
The Citadel, I-AA	538	66.9	36	83.3	36	83.3	#	#	14	85.7	2	50.0
Clemson University, I-A	2,188	66.5	91	51.6	67	47.8	24	62.5	15	60.0	3	33.3
Cleveland State University, I-AAA	2,123	14.8	39	23.1	28	17.9	11	36.4	*	*	3	0.0
Colgate University, I-AA	710	86.2	178	90.4	123	87.8	55	96.4	41	82.9	3	66.7
College of the Holy Cross, I-AA	659	89.1	100	96.0	59	96.6	41	95.1	17	88.2	7	100.0
College of William and Mary, I-AA	1,184	84.1	85	84.7	51	80.4	34	91.2	20	85.0	2	50.0
Colorado State University, I-A	2,642	50.3	40	65.0	27	66.7	13	61.5	20	70.0	3	66.7

n/a not applicable
* Does not play football in Division I
† Withheld this information
‡ Information not available

Does not enroll women
[1] Many players transferred after the university dropped these sports
[2] Many players transferred after football program's 1987 suspension by NCAA

Continued on Following Page

Graduation Rates at Division I Colleges—Continued

	Number of entering freshmen fall '84	Per cent of '84 freshmen graduating by August '89	Number of freshman recruited athletes fall '84	Per cent of '84 freshman athletes graduating by August '89	Number of male freshman athletes fall '84	Per cent of male athletes graduating by August '89	Number of female freshman athletes fall '84	Per cent of female athletes graduating by August '89	Number of freshman football recruits fall '84	Per cent of '84 football recruits graduating by August '89	Number of freshman men's basketball recruits fall '84	Per cent of '84 basketball recruits graduating by August '89
Columbia University, I-AA	1,546	85.4%	116	87.1%	89	84.3%	27	96.3%	41	73.2%	2	100.0%
Coppin State College, I-AAA	373	11.0	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Cornell University, I-AA	2,731	84.6	202	82.7	141	80.9	61	86.9	61	80.3	5	100.0
Creighton University, I-AAA	829	63.2	28	53.6	20	40.0	8	87.5	*	*	4	25.0
Dartmouth College, I-AA	1,062	93.9	146	95.9	104	95.2	42	97.6	48	97.9	6	83.3
Davidson College, I-AAA	359	88.6	68	86.8	56	83.9	12	100.0	12	75.0	6	66.7
Delaware State College, I-AA	Declined to respond											
De Paul University, I-AAA	Declined to respond											
Drake University, I-AAA	651	52.1	46	56.5	27	55.6	19	57.9	*	*	2	100.0
Drexel University, I-AAA	1,926	63.9	62	91.9	46	91.3	16	93.8	*	*	5	60.0
Duke University, I-A	1,501	92.3	97	95.9	77	96.1	20	95.0	26	92.3	2	100.0
Duquesne University, I-AAA	1,145	69.7	21	92.2	11	90.9	10	100.0	*	*	3	66.7
East Carolina University, I-A	2,683	38.3	69	42.0	48	39.6	21	47.6	22	50.0	2	0.0
East Tennessee State U., I-AA	1,607	24.0	38	42.1	27	37.0	11	54.5	17	41.2	2	50.0
Eastern Illinois University, I-AA	1,703	46.9	63	54.0	49	49.0	14	71.4	14	35.7	4	75.0
Eastern Kentucky University, I-AA	2,572	30.4	112	36.6	67	32.8	45	42.2	20	35.0	5	20.0
Eastern Michigan University, I-A	2,481	24.9	120	33.3	89	31.5	31	38.7	17	23.5	3	0.0
Eastern Washington University, I-AA	1106	27.2	65	27.7	50	22.0	15	46.7	23	21.7	3	0.0
Fairfield University, I-AAA	767	82.0	18	77.8	10	60.0	8	100.0	*	*	1	0.0
Fairleigh Dickinson University at Teaneck, I-AAA	Declined to respond											
Florida A&M University, I-AA	902	25.9	73	20.5	55	17.9	18	27.8	22	18.2	7	14.3
Florida International U., I-AAA	603	37.1	22	40.9	14	28.6	8	62.5	*	*	1	100.0
Florida State University, I-A	2,285	47.4	74	40.5	53	34.0	21	57.1	22	36.4	4	50.0
Fordham University, I-AAA	1,185	83.7	65	89.2	47	85.1	18	100.0	*	*	3	33.3
Furman University, I-AA	644	75.8	108	76.9	83	83.1	25	56.0	38	84.2	2	100.0
George Mason University, I-AAA	1,502	33.6	58	51.7	35	45.7	23	60.9	*	*	5	40.0
George Washington University, I-AAA	1,310	63.3	41	78.0	19	84.2	22	72.7	*	*	3	100.0
Georgetown University, I-AAA	1,370	83.9	64	90.6	48	91.7	16	87.5	*	*	4	50.0
Georgia Institute of Technology, I-A	1,711	57.3	57	56.1	48	54.2	9	66.7	20	55.0	4	25.0
Georgia Southern University, I-AA	1,481	30.5	24	50.0	21	57.1	3	0.0	7	57.1	3	0.0
Georgia State University, I-AAA	647	21.2	25	28.0	13	15.4	12	41.7	*	*	4	0.0
Gonzaga University, I-AAA	432	48.8	12	100.0	5	100.0	7	100.0	*	*	3	100.0
Grambling State University, I-AA	Declined to respond											
Hardin-Simmons University, I-AAA	329	42.2	15	60.0	10	60.0	5	60.0	*	*	2	100.0
Harvard University, I-AA	1,705	93.3	167	96.4	113	96.5	54	96.3	53	94.3	6	100.0
Hofstra University, I-AAA	1,454	52.8	55	69.1	29	62.1	26	76.9	*	*	2	100.0
Howard University, I-AA	Declined to respond											
Idaho State University, I-AA	738	21.5	46	41.3	31	32.3	15	60.0	18	33.3	3	0.0
Illinois State University, I-AA	3,787	44.8	93	50.5	55	45.5	38	57.9	16	50.0	6	66.7
Indiana State University, I-AA	2,293	31.9	69	42.0	47	38.3	22	50.0	20	55.0	4	0.0
Indiana University, I-A	5,602	57.6	104	53.8	79	54.4	25	52.0	25	56.0	6	66.7
Iona College, I-AAA	919	64.9	54	61.1	44	56.8	10	80.0	*	*	3	66.7
Iowa State University, I-A	3,977	54.6	94	46.8	58	32.8	36	69.4	15	26.7	4	0.0
Jackson State University, I-AA	Declined to respond											
Jacksonville University, I-AAA	445	44.5	27	44.4	18	38.9	9	55.6	*	*	3	33.3
James Madison University, I-AA	1,626	74.3	143	72.0	92	69.6	51	76.5	31	51.6	4	50.0
Kansas State University, I-A	2,290	41.7	43	46.5	31	41.9	12	58.3	19	47.4	2	100.0
Kent State University, I-A	3,243	35.3	75	44.0	49	42.9	26	46.2	21	42.9	1	0.0
Lafayette College, I-AA	558	86.7	73	83.6	57	82.5	16	87.5	22	72.7	3	100.0
Lamar University, I-AAA	4,313	14.6	105	10.5	91	8.8	14	21.4	43[1]	7.0[1]	5	0.0
La Salle University, I-AAA	731	71.4	78	71.8	45	66.7	33	78.8	*	*	5	80.0
Lehigh University, I-AA	1,133	83.8	176	84.7	120	81.7	56	91.1	34	70.6	10	70.0
Liberty University, I-AAA	Declined to respond											
Long Island U.–Brooklyn Center, I-AAA	Declined to respond											
Louisiana State University, I-A	5,250	25.9	116	24.1	77	23.4	39	25.6	28	21.4	6	16.7
Louisiana Tech University, I-A	1,735	34.2	61	36.1	50	30.0	11	63.6	22	45.5	3	33.3
Loyola College (Md.), I-AAA	710	57.5	25	56.0	14	50.0	11	63.6	*	*	3	0.0
Loyola Marymount University, I-AAA	637	63.0	13	46.2	9	44.4	4	50.0	*	*	4	50.0
Loyola University of Chicago, I-AAA	2,067	58.8	30	73.3	22	63.6	8	100.0	*	*	2	100.0
Manhattan College, I-AAA	784	69.8	15	80.0	6	66.7	9	88.9	*	*	2	0.0
Marist College, I-AAA	718	NC	53	69.8	36	66.7	17	76.5	*	*	7	57.1
Marquette University, I-AAA	1,060	72.1	48	87.5	28	85.7	20	90.0	*	*	3	33.3
Marshall University, I-A	1,289	30.3	67	38.8	57	36.8	10	50.0	24	45.8	6	33.3
McNeese State University, I-AA	1,540	17.6	59	15.3	45	15.6	14	14.3	21	23.8	3	0.0
Memphis State University, I-A	1,766	16.2	55	32.7	42	35.7	13	23.1	19	26.3	3	33.3

How Public and Private Colleges Compare

	Public	Private
Number of entering freshmen, fall '84	405,415	88,852
Per cent of '84 freshmen graduating by August '89	42.8%	70.8%
Number of freshman recruited athletes, fall '84	12,785	5,744
Per cent of '84 freshman athletes graduating by August '89	45.8%	78.8%
Number of freshman football recruits	3,321	1,029
Per cent of '84 football recruits graduating by August '89	38.9%	76.6%
Number of freshman men's basketball recruits, fall '84	657	292
Per cent of '84 basketball recruits graduating by August '89	28.2%	63.0%

	Number of entering freshmen fall '84	Per cent of '84 freshmen graduating by August '89	Number of freshman recruited athletes fall '84	Per cent of '84 freshman athletes graduating by August '89	Number of male freshman athletes fall '84	Per cent of male athletes graduating by August '89	Number of female freshman athletes fall '84	Per cent of female athletes graduating by August '89	Number of freshman football recruits fall '84	Per cent of '84 football recruits graduating by August '89	Number of freshman men's basketball recruits fall '84	Per cent of '84 basketball recruits graduating by August '89
Mercer University, I-AAA	506	31.4%	12	50.0%	11	45.5%	1	100.0%	*	*	1	0.0%
Miami University, I-A	3,526	73.1	190	67.4	132	62.1	58	79.3	36	50.0	7	57.1
Michigan State University, I-A	6,440	59.7	74	60.8	54	55.6	20	75.0	25	44.0	4	75.0
Middle Tennessee State U., I-AA	1,991	25.5	55	20.0	35	14.3	14	42.9	19	21.1	5	0.0
Mississippi State University, I-A	1,540	45.5	69	37.7	51	39.2	18	33.3	27	33.3	4	25.0
Mississippi Valley State U., I-AA	1,014	23.1	68	64.7	49	65.3	19	63.2	25	64.0	4	75.0
Monmouth College (N.J.), I-AAA	458	46.9	51	60.8	41	63.4	10	50.0	*	*	2	100.0
Montana State University, I-AA	1,920	41.0	62	35.5	42	31.0	20	45.0	22	40.9	4	25.0
Morehead State University, I-AA	1,129	33.2	65	40.0	59	35.6	6	83.3	41	24.4	7	42.9
Morgan State University, I-AA	Declined to respond											
Mount Saint Mary's College, I-AAA	330	70.6	35	80.0	20	90.0	15	66.7	*	*	3	66.7
Murray State University, I-AA	1,255	39.1	53	52.8	45	53.3	8	50.0	23	52.2	3	33.3
New Mexico State University, I-A	1,440	31.0	72	34.7	57	28.1	15	60.0	24	20.8	4	25.0
Niagara University, I-AAA	575	59.8	23	69.6	13	53.8	10	90.0	*	*	4	50.0
Nicholls State University I-AA	1,701	45.2	67	56.7	57	54.4	10	70.0	38	42.1	2	100.0
North Carolina A&T University, I-AA	1,057	32.0	40	12.5	39	12.8	1	0.0	26	7.7	6	16.7
North Carolina State University, I-A	3,414	51.1	127	50.4	88	40.9	39	71.8	36	27.8	4	25.0
Northeast Louisiana University, I-AA	3,168	21.1	75	24.0	58	22.4	17	29.4	22	40.9	4	0.0
Northeastern Illinois U., I-AAA	945	12.7	32	15.6	29	17.2	3	0.0	13	7.7[1]	1	0.0
Northeastern University, I-AA	Declined to respond											
Northern Arizona University, I-AA	Declined to respond											
Northern Illinois University, I-A	3,340	48.4	91	48.4	63	44.4	28	57.1	20	55.0	7	28.6
Northwestern State U. (La.), I-AA	1,492	43.0	57	19.3	47	14.9	10	40.0	13	23.1	9	0.0
Northwestern University, I-A	1,833	86.0	72	84.7	55	83.6	17	88.2	27	81.5	3	100.0
Ohio State University, I-A	7,709	46.2	155	52.9	95	47.4	60	61.7	23	21.7	4	25.0
Ohio University, I-A	3,002	51.6	131	59.5	83	53.0	48	70.8	30	43.3	4	50.0
Oklahoma State University, I-A	2,759	37.6	51	27.5	40	25.0	11	36.4	25	28.0	1	0.0
Old Dominion University, I-AAA	1,604	45.3	67	49.3	50	46.0	17	58.8	*	*	3	66.7
Oregon State University, I-A	2,077	26.3	64	28.1	46	21.7	18	44.4	19	31.6	6	16.7
Pennsylvania State University, I-A	Declined to respond											
Pepperdine University, I-AAA	Declined to respond											
Prairie View A&M University, I-AA	726	65.0	41	63.4	35	60.0	6	83.3	12	25.0	4	100.0
Princeton University, I-AA	1,153	93.3	196	97.4	149	96.6	47	100.0	59	96.6	10	100.0
Providence College, I-AAA	Declined to respond											
Purdue University, I-A	4,435	66.7	94	62.8	68	58.8	26	73.1	27	40.7	5	60.0
Radford University, I-AAA	1,444	48.5	63	63.5	38	60.5	25	68.0	*	*	4	50.0
Rice University, I-A	533	81.8	67	70.1	48	65.3	18	83.3	23	69.6	3	66.7
Rider College, I-AAA	738	57.9	61	72.1	42	64.3	19	89.5	*	*	3	66.7
Robert Morris College (Pa.), I-AAA	457	51.6	39	69.2	27	59.3	12	91.7	*	*	5	20.0
Rutgers University, I-A	4,532	67.7	157	73.9	99	71.7	58	77.6	19	84.2	0	n/a
Saint Bonaventure University, I-AAA	621	68.4	40	85.0	31	80.6	9	100.0	*	*	4	100.0
Saint Francis College (N.Y.), I-AAA	693	20.1	33	69.7	22	63.6	11	81.8	*	*	2	0.0
Saint Francis College (Pa.), I-AAA	242	57.4	11	63.6	4	50.0	7	71.4	*	*	4	50.0
Saint John's University (N.Y.), I-AAA	1,711	63.1	51	78.4	34	76.5	17	82.4	*	*	3	100.0
Saint Joseph's University, I-AAA	601	71.2	30	83.3	19	73.7	11	100.0	*	*	4	50.0

n/a not applicable
* Does not play football in Division I
† Withheld this information
‡ Information not available

Does not enroll women
[1] Many players transferred after the university dropped these sports
[2] Many players transferred after football program's 1987 suspension by NCAA

Continued on Following Page

Graduation Rates at Division I Colleges—Continued

How Division I-A Leagues Compare

Atlantic Coast Conference
8 members, all responded

All students	65.6%
All athletes	66.2
Football players	55.4
Men's basketball players	32.0

Big Ten Conference
10 members, all responded

All students	59.1%
All athletes	58.0
Football players	50.0
Men's basketball players	43.9

Big Eight Conference
8 members, all responded

All students	46.0%
All athletes	42.3
Football players	39.4
Men's basketball players	34.8

Big West Conference
11 members, 8 responded

All students	38.3%
All athletes	39.4
Football	23.8
Basketball	18.9

	Number of entering freshmen fall '84	Per cent of '84 freshmen graduating by August '89	Number of freshman recruited athletes fall '84	Per cent of '84 freshman athletes graduating by August '89	Number of male freshman athletes fall '84	Per cent of male athletes graduating by August '89	Number of female freshman athletes fall '84	Per cent of female athletes graduating by August '89	Number of freshman football recruits fall '84	Per cent of '84 football recruits graduating by August '89	Number of freshman men's basketball recruits fall '84	Per cent of '84 basketball recruits graduating by August '89
Saint Louis University, I-AAA	1,297	59.0%	56	85.7%	22	68.2%	34	97.1%	*	*	2	50.0%
Saint Mary's C. of California, I-AAA	438	60.0	36	66.6	28	71.4	8	50.0	*	*	3	66.7
Saint Peter's College, I-AAA	†	†	42	59.5	27	48.1	15	80.0	*	*	3	33.3
Samford University, I-AA	435	‡	4	50.0	4	50.0	0	n/a	0	n/a	1	0.0
Sam Houston State University, I-AA	1,306	28.1	47	34.0	34	32.4	13	38.5	24	25.0	2	0.0
San Diego State University, I-A	3,536	22.1	57	15.8	38	15.8	19	15.8	†	†	†	†
San Jose State University, I-A	Declined to respond											
Santa Clara University, I-AAA	863	76.8	48	77.1	21	71.4	27	81.5	*	*	5	60.0
Seton Hall University, I-AAA	1,097	55.4	32	50.0	18	44.4	14	57.1	*	*	5	60.0
Siena College, I-AAA	610	74.8	51	90.1	35	85.7	16	100.0	*	*	3	66.7
South Carolina State College, I-AA	785	48.3	65	33.8	55	29.1	10	60.0	27	29.6	3	66.7
Southeastern Louisiana U., I-AAA	2,274	22.9	55	23.6	45	20.0	10	40.0	27	3.7[1]	3	0.0[1]
Southern Illinois University at Carbondale, I-AA	2,351	39.5	86	37.2	49	22.4	37	56.8	24	16.7	2	100.0
Southern Methodist University, I-A	1,321	67.3	67	41.8	50	34.0	17	64.7	25	16.0[2]	5	60.0
Southern University, I-AA	2,622	14.4	58	12.1	46	15.2	12	0.0	19	10.5	3	0.0
Southern Utah University, I-AAA ‡												
Southwest Missouri State U., I-AA	2,656	30.5	100	51.0	73	46.6	27	63.0	17	58.8	3	33.3
Southwest Texas State U., I-AA	3,478	44.0	97	41.2	69	40.6	28	42.9	40	42.5	3	66.7
Stanford University, I-A	1,604	88.8	126	84.1	82	82.9	44	86.4	28	71.4	3	66.7
Stephen F. Austin State U., I-AA	1,970	35.3	61	29.5	47	23.4	14	50.0	26	19.2	4	50.0
Stetson University, I-AAA	489	58.9	41	56.1	27	55.6	14	57.12	*	*	3	0.0
Syracuse University, I-A	2,870	62.1	90	67.8	63	63.5	27	77.8	22	68.2	3	33.3
Temple University, I-A	Declined to respond											
Tennessee State University, I-AA	978	7.5	39	28.2	30	23.3	9	44.4	21	28.6	6	0.0
Tennessee Technological U., I-AA	1,134	28.1	16	43.8	12	41.6	4	50.0	5	0.0	1	100.0
Texas A&M University, I-A	5,443	58.9	81	24.7	62	24.2	19	26.3	30	6.7	2	0.0
Texas Christian University, I-A	1,088	52.9	80	53.8	60	53.3	20	55.0	31	48.4	4	25.0
Texas Southern University, I-AA	1,607	44.6	64	9.4	49	8.2	15	13.3	17	0.0	1	100.0
Texas Tech University, I-A	3,561	33.8	74	39.2	56	28.6	18	72.2	26	15.4	2	0.0
Towson State University, I-AA	1,738	45.5	62	67.7	38	60.5	24	79.2	14	71.4	2	50.0
Tulane University, I-A	Declined to respond											
U.S. Air Force Academy, I-A	Declined to respond											
U.S. Military Academy, I-A	1,265	75.4	290	66.8	290	66.8	#	#	114	63.2	11	45.5
U.S. Naval Academy, I-A	1,293	82.0	229	80.3	229	80.3	#	#	61	85.2	9	55.6
University of Akron, I-A	3,215	28.5	71	52.1	51	51.0	20	55.0	23	39.1	0	n/a
University of Alabama, I-A	2,073	42.3	61	32.7	44	25.0	17	52.9	25	20.0	3	0.0
U. of Alabama at Birmingham, I-AAA	443	26.6	29	20.7	16	12.5	13	30.8	*	*	5	0.0
University of Arizona, I-A	4,162	36.0	82	43.9	†	†	†	†	†	†	†	†
U. of Arkansas at Fayetteville, I-A	2,191	32.3	71	38.0	47	34.0	24	45.8	21	42.9	6	33.3
U. of Arkansas at Little Rock, I-AAA	1,016	40.5	14	42.9	14	42.9	‡	‡	*	*	3	33.3
U. of California at Berkeley, I-A	4,401	65.0	133	62.4	77	54.5	56	73.2	31	51.6	3	33.3
U. of California at Irvine, I-AAA	2,200	53.8	52	53.8	29	44.8	23	65.2	*	*	5	0.0
U. of California at Los Angeles, I-A	3,948	62.6	152	54.6	98	51.0	54	61.1	24	50.0	3	33.3
University of California at Santa Barbara, I-AAA	2,892	57.7	85	56.5	45	62.2	40	50.0	*	*	5	40.0
University of Central Florida, I-AA	1,276	34.1	26	42.3	13	30.8	13	53.8	*	*	3	33.3

Mid-American Athletic Conference
9 members, all responded

All students	46.6%
All athletes	54.4
Football players	42.9
Men's basketball players	40.0

Pacific-10 Conference
10 members, all responded

All students	50.1%
All athletes	52.9
Football players	46.6
Men's basketball players	40.6

Southeastern Conference
10 members, all responded

All students	46.0%
All athletes	36.4
Football players	32.2
Men's basketball players	14.0

Southwest Athletic Conference
9 members, all responded

All students	49.3%
All athletes	40.6
Football players	32.5
Men's basketball players	23.5

Western Athletic Conference
9 members, 6 responded

All students	34.0%
All athletes	40.7
Football players	43.1
Men's basketball players	17.6

Independents
25 institutions, 20 responded

All students	51.4%
All athletes	59.0
Football players	51.7
Men's basketball players	33.3

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University of Cincinnati, I-A	2,312	40.6%	93	39.8%	59	35.6%	34	47.1%	22	36.4%	5	0.0%
University of Colorado at Boulder, I-A	3,346	56.1	54	53.7	44	59.1	10	30.0	27	51.9	3	33.3
University of Connecticut, I-AA	2,328	62.0	133	54.1	86	41.9	47	76.6	19	52.6	4	25.0
University of Dayton, I-AAA	1,693	67.4	13	76.9	9	88.9	4	50.0	*	*	2	100.0
University of Delaware, I-AA	3,380	66.2	237	71.7	171	66.7	66	84.8	55	56.4	7	57.1
University of Detroit, I-AAA	Declined to respond											
University of Evansville, I-AAA	Declined to respond											
University of Florida, I-A	4,596	47.5	74	33.8	51	25.5	23	52.2	27	29.6	5	20.0
University of Georgia, I-A	3,000	57.2	85	36.5	51	33.3	34	41.2	28	32.1	3	0.0
University of Hartford, I-AAA	956	44.0	33	90.9	14	85.7	19	94.7	*	*	2	100.0
University of Hawaii, I-A	2,470	71.6	65	73.8	42	69.0	23	82.6	18	77.8	0	n/a
University of Houston, I-A	1,885	19.5	83	18.1	64	12.5	19	36.8	30	20.0	2	0.0
University of Idaho, I-AA	1,125	31.3	69	31.9	52	28.8	17	41.2	21	33.3	4	0.0
U. of Illinois at Chicago, I-AAA	2,491	26.1	46	32.6	29	34.5	17	29.4	*	*	5	0.0
University of Illinois at Urbana-Champaign, I-A	5,881	76.2	99	64.6	71	62.0	28	71.4	21	52.4	4	25.0
University of Iowa, I-A	3,594	55.4	95	61.1	61	59.0	34	64.7	30	56.7	6	33.3
University of Kansas, I-A	3,520	47.0	103	54.4	60	46.7	43	65.1	21	52.4	7	28.6
University of Kentucky, I-A	2,572	48.4	65	38.5	41	39.0	24	37.5	22	45.5	5	20.0
University of Louisville, I-A	2,005	22.2	57	40.4	40	32.5	17	58.8	16	18.8	3	0.0
University of Maine, I-AA	1,561	49.5	81	56.8	64	53.1	17	70.6	16	56.3	3	66.7
University of Maryland Baltimore County, I-AAA	1,278	29.3	33	48.5	19	42.1	14	57.1	*	*	5	20.0
U. of Maryland at College Park, I-A	4,762	50.2	79	49.4	56	41.1	23	69.6	18	11.1	2	0.0
U. of Maryland–Eastern Shore, I-AAA	301	43.2	49	28.6	28	17.9	21	42.9	*	*	10	10.0
U. of Massachusetts at Amherst, I-AA	4,997	57.9	112	65.2	65	60.0	47	72.3	5	80.0	4	0.0
University of Miami, I-A	Declined to respond											
University of Michigan, I-A	4,627	76.5	109	60.6	82	54.9	27	77.8	37	56.8	2	0.0
U. of Minnesota–Twin Cities, I-A	4,685	27.0	114	36.0	77	24.7	37	59.5	28	21.4	4	25.0
University of Mississippi, I-A	1,492	48.0	58	34.5	48	33.3	10	40.0	24	37.5	5	20.0
U. of Missouri at Columbia, I-A	3,721	46.7	82	46.3	47	40.4	35	54.3	17	35.3	4	50.0
U. of Missouri at Kansas City, I-AAA	711	10.5	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
University of Montana, I-AA	1,267	29.0	65	24.6	40	20.0	25	32.0	22	13.6	4	25.0
University of Nebraska, I-A	3,190	42.0	158	39.9	116	36.2	42	50.0	68	41.2	1	100.0
U. of Nevada at Las Vegas, I-A	612	20.8	57	21.1	42	14.3	15	40.0	23	17.4	1	0.0
University of Nevada at Reno, I-AA	1,155	37.5	43	46.5	30	43.3	13	53.8	12	66.7	2	100.0
University of New Hampshire, I-AA	2,266	62.1	172	74.4	106	69.8	66	81.8	27	59.3	3	33.3
University of New Mexico, I-A	2,605	13.6	95	25.3	65	20.0	30	36.7	25	24.0	5	0.0
University of New Orleans, I-AAA	3,305	10.5	22	31.8	14	28.6	8	50.0	*	*	4	25.0
University of North Carolina at Asheville, I-AAA	295	27.1	18	38.9	9	33.3	9	44.4	*	*	4	50.0
University of North Carolina at Chapel Hill, I-A	3,390	72.2	133	70.7	91	68.1	42	76.2	28	71.4	2	50.0
U. of North Carolina at Charlotte, I-AAA	Declined to respond											
University of North Carolina at Wilmington, I-AAA	1,113	38.0	49	67.3	23	82.6	26	53.8	*	*	2	50.0

n/a not applicable
* Does not play football in Division I
† Withheld this information
‡ Information not available

Does not enroll women
[1] Many players transferred after the university dropped these sports
[2] Many players transferred after football program's 1987 suspension by NCAA

Continued on Following Page

Graduation Rates at Division I Colleges—Continued

	Number of entering freshmen fall '84	Per cent of '84 freshmen graduating by August '89	Number of freshman recruited athletes fall '84	Per cent of '84 freshman athletes graduating by August '89	Number of male freshman athletes fall '84	Per cent of male athletes graduating by August '89	Number of female freshman athletes fall '84	Per cent of female athletes graduating by August '89	Number of freshman football recruits fall '84	Per cent of '84 football recruits graduating by August '89	Number of freshman men's basketball recruits fall '84	Per cent of '84 basketball recruits graduating by August '89
University of North Texas, I-AA	2,128	24.3%	67	17.9%	52	11.5%	15	40.0%	28	7.1%	4	0.0%
University of Northern Iowa, I-AA	1,775	44.0	64	50.0	45	46.7	19	57.9	18	50.0	2	50.0
University of Notre Dame, I-A	1,796	92.7	69	92.8	57	91.2	12	100.0	16	81.3	4	75.0
University of Oklahoma, I-A	2,542	35.0	107	27.1	79	22.8	28	39.3	24	25.0	1	0.0
University of Oregon, I-A	2,250	44.2	110	50.0	63	46.0	47	55.3	25	40.0	3	66.7
University of the Pacific, I-A	739	48.7	50	64.0	29	62.1	21	66.7	6	50.0	5	40.0
University of Pennsylvania, I-AA	2,160	87.7	191	83.2	134	79.1	57	93.0	67	76.1	3	66.7
University of Pittsburgh, I-A	Declined to respond											
University of Portland, I-AAA	425	49.4	50	62.0	31	64.5	19	57.9	*	*	3	0.0
University of Rhode Island, I-AA	2,141	49.3	73	58.9	43	60.5	30	56.7	13	76.9	3	33.3
University of Richmond, I-AA	693	80.4	51	80.4	37	75.7	14	92.9	21	66.7	3	100.0
University of San Diego, I-AAA	758	57.0	23	56.5	12	66.7	11	45.5	*	*	1	0.0
University of San Francisco, I-AAA	438	57.8	16	75.0	10	80.0	6	66.7	*	*	0	n/a
University of South Alabama, I-AAA	Declined to respond											
University of South Carolina, I-A	2,339	57.0	95	58.9	68	51.5	27	77.8	30	36.7	5	0.0
University of South Carolina–Coastal Carolina, I-AAA	489	22.3	36	33.3	26	26.9	10	50.0	*	*	7	28.6
University of South Florida, I-AAA	2,354	25.8	52	48.1	35	42.9	17	58.8	*	*	5	0.0
University of Southern California, I-A	2,763	53.5	73	46.6	43	39.5	30	56.7	24	25.0	1	100.0
U. of Southern Mississippi, I-A	1,151	35.6	60	30.0	57	28.1	3	66.7	24	29.2	6	16.7
U. of Southwestern Louisiana, I-A	2,411	22.7	41	19.5	31	22.6	10	10.0	19	21.1	3	0.0
University of Tennessee at Chattanooga, I-AA	972	23.0	65	16.9	50	10.0	15	40.0	26	15.4	4	0.0
U. of Tennessee at Knoxville, I-A	3,195	42.8	95	29.5	72	20.8	23	56.5	24	16.7	5	20.0
U. of Texas at Arlington, I-AAA	2,424	15.3	24	16.7	11	18.2	13	15.4	*	*	2	50.0
University of Texas at Austin, I-A	6,543	52.0	97	42.3	65	27.7	32	71.9	25	28.0	5	0.0
University of Texas at El Paso, I-A	2,034	13.9	40	22.5	29	20.7	11	27.3	24	16.7	3	0.0
U. of Texas–Pan American, I-AAA	1,376	10.7	10	10.0	10	10.0	0	n/a	*	*	3	33.3
U. of Texas at San Antonio, I-AAA	1,301	10.2	18	16.7	6	50.0	12	0.0	*	*	4	75.0
University of Toledo, I-A	3,134	31.0	52	30.8	31	32.3	21	28.6	14	28.6	4	25.0
University of Tulsa, I-A	660	46.4	55	50.9	41	43.9	14	71.4	24	41.7	4	25.0
University of Utah, I-A	Declined to respond											
University of Vermont, I-AAA	1,990	72.5	81	85.2	47	80.9	34	91.2	*	*	3	100.0
University of Virginia, I-A	2,602	89.3	100	86.0	75	81.3	25	100.0	27	81.5	5	40.0
University of Washington, I-A	4,032	51.4	74	45.9	56	37.5	18	72.2	29	31.0	4	25.0
U. of Wisconsin at Green Bay, I-AAA	715	25.9	21	42.9	11	54.5	10	30.0	*	*	3	33.3
U. of Wisconsin at Madison, I-A	5,608	59.8	115	56.5	86	54.7	29	62.1	21	66.7	3	0.0
U. of Wisconsin at Milwaukee, I-AAA ‡												
University of Wyoming, I-A	1,227	34.6	73	43.8	53	45.3	20	40.0	22	40.9	6	16.7
Utah State University, I-A	Declined to respond											
Valparaiso University, I-AAA	758	70.6	78	60.3	54	57.4	24	66.7	*	*	7	28.6
Vanderbilt University, I-A	1,455	75.9	53	71.7	44	68.2	9	88.9	29	69.0	1	0.0
Villanova University, I-AA	1,547	83.6	96	87.5	49	83.7	47	91.5	*	*	2	50.0
Virginia Commonwealth U., I-AAA	1,484	37.5	43	44.2	24	41.7	19	47.4	*	*	2	0.0
Virginia Military Institute, I-AA	415	64.3	71	64.8	71	64.8	#	#	33	69.7	4	25.0
Virginia Polytechnic Institute & State University, I-A	4,121	66.7	107	55.1	85	48.2	22	81.8	21	19.0	1	0.0
Wagner College, I-AAA	592	26.7	19	42.1	13	46.2	6	33.3	*	*	2	50.0
Wake Forest University, I-A	870	78.7	68	63.2	58	56.9	10	100.0	25	40.0	3	0.0
Washington State University, I-A	2,837	43.2	49	53.1	33	54.5	16	50.0	21	61.9	3	66.7
Weber State University, I-AA	2,292	11.1	64	32.8	45	31.1	19	36.8	20	35.0	3	0.0
West Virginia University, I-A	2,594	49.8	131	48.1	92	38.0	39	71.8	38	28.9	5	40.0
Western Carolina University, I-AA	1,170	36.9	75	36.0	66	31.8	9	66.7	28	35.7	5	0.0
Western Illinois University, I-AA	1,902	39.2	55	52.7	31	48.4	24	58.3	5	60.0	2	50.0
Western Kentucky University, I-AA	1,979	30.7	57	35.1	45	33.3	12	41.7	26	38.5	5	20.0
Western Michigan University, I-A	2,751	36.5	76	48.7	55	49.1	21	47.6	27	40.7	3	66.7
Wichita State University, I-AAA	2,432	6.5	56	25.0	33	21.2	23	30.4	11	18.2[1]	5	0.0
Winthrop College, I-AAA	937	40.3	37	35.1	23	34.8	14	35.7	*	*	5	20.0
Wright State University, I-AAA	1,384	25.1	33	42.4	22	50.0	11	27.3	*	*	3	33.3
Xavier University (Ohio), I-AAA	577	60.3	43	79.1	27	77.8	16	81.3	*	*	3	100.0
Yale University, I-AA	1,346	92.3	238	93.7	167	92.8	71	95.8	65	89.2	8	87.5
Youngstown State University, I-AA	2,367	24.8	53	41.5	38	28.9	15	73.3	21	33.3	3	33.3
Totals	**494,287**	**47.9%**	**18,527**	**56.1%**	**12,961**	**52.7%**	**5,478**	**65.6%**	**4,394**	**47.4%**	**956**	**38.9%**
Medians	**1,604**	**48.3%**	**63**	**50.5%**	**46**	**46.6%**	**18**	**60.0%**	**23**	**40.7%**	**3**	**33.3%**

n/a not applicable
* Does not play football in Division I
† Withheld this information
‡ Information not available

Does not enroll women
[1] Many players transferred after the university dropped these sports
[2] Many players transferred after football program's 1987 suspension by NCAA

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Social scientists are shaping an agenda for research on the consequences of global change: Page A5.

Sedimentary deposits and other evidence suggest that Antarctica and North America were once joined, two geologists say: Page A5.

Career-center programs for minority students will be reviewed again by Equal Employment Opportunity Commission officials: Page A21.

The Education Department wants to intervene to overturn a court ruling that would let colleges release campus-crime reports: Page A21.

President Bush nominated the chairman of the Xerox Corporation for the No. 2 position at the Education Department: Page A21.

A report that criticized the way universities and the N.I.H. have responded to allegations of scientific misconduct may push campus officials to deal with such charges more aggressively: Page A21.

The Mellon Foundation will spend $50-million to improve graduate education in the humanities and social sciences: Page A29.

An N.C.A.A. panel recommended raising Proposition 48's academic standards and requiring athletes to earn a minimum grade-point average to remain eligible: Page A33.

Mexico's drive to obtain private funds for its public-university system has angered educators: Page A35.

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FALLOUT FROM STANFORD CASE

Universities Review Overhead Charges; Some Alter Policies on President's Home

By COLLEEN CORDES

Nervously, universities are reviewing—and in some cases slightly reducing—their charges to the government for the overhead costs of federally sponsored research. Administrators say they are anxious to avoid the kind of political and public-relations fiasco that has struck Stanford University for its charges to the government.

At a fiery Congressional hearing last month, lawmakers castigated Stanford President Donald Kennedy for charging the government for part of the cost of such items as an antique commode and silverware. Rep. John D. Dingell, the powerful Michigan Democrat who chaired the hearing, put all universities on the alert.

If they do not "scrub" their accounts to make sure they are not charging the government for items unrelated to research, Congressman Dingell said, the government will scrub the accounts itself. Mr. Dingell is chairman of both the House Energy and Commerce Committee and of its Subcommittee on Oversight and Investigations.

Harvard U. Said to Be 'Scrubbing'

Even before the hearing, many institutions had responded to the publicity about Stanford by beginning reviews of their own overhead charges—which are supposed to cover such expenses as libraries and utilities.

Harvard University's medical school is next on Mr. Dingell's list as he continues to press the General Accounting Office, an investigative arm of Congress, to scrutinize overhead charges at universities.

An aide to Mr. Dingell's subcommittee says Harvard has hired a major national accounting firm, has been "scrubbing" its accounts for eight weeks, and is "pulling out a bunch of charges" that it has decided it will no longer bill to the federal government. A Harvard spokeswoman declined to comment on the aide's assertions last week.

The G.A.O. and the Energy and Com-

Continued on Page A22

Photocopying Chain Found in Violation of Copyright Law

NEW YORK

Kinko's Graphics Corporation, a national chain of photocopying stores, has been infringing on publishers' copyrights by reproducing excerpts from books and selling them in anthologies for college students, a U.S. District Court judge ruled here last week.

In a 57-page opinion, Judge Constance Baker Motley found that a large portion of Kinko's earnings came from photocopying substantial portions of copyrighted material for collections used in academic courses. She rejected the company's claim that photocopying was "fair use" under the copyright law.

By its actions, said Judge Motley, Kinko's had created a new nationwide business that "usurped" the copyrights and

Continued on Page A19

Homosexual Students Campaign for Civil Rights on Campuses

Homosexual students are waging aggressive campaigns for civil rights, bringing both changes and resentment on the campuses: Page A31.

Professors' Salaries Fail to Keep Pace With Cost of Living

Average this year is $43,720, a 5.4% rise, AAUP study finds

By COURTNEY LEATHERMAN

WASHINGTON

For the first time in a decade, average faculty salary increases have failed to keep pace with inflation, according to an annual survey conducted for the American Association of University Professors.

Average salaries for academic 1990-91 range from $35,480 for faculty members at four-year colleges to $49,320 for those at doctorate-granting institutions. The average salary for professors at all types of institutions is $43,720—5.4 per cent higher than last year's average. That increase is not enough for salaries to keep up with the cost of living, which the association projects will increase by 6 per cent for the year ending June 1991.

The average faculty salaries at more than 1,900 colleges and universities appear in a Fact File that begins on Page A14.

Affected by States' Financial Woes

Ronald G. Ehrenberg, chairman of the A.A.U.P. committee that conducted the study, said he was not surprised by the survey results. "Given the worsening economic condition, it might have been somewhat expected," said Mr. Ehrenberg, a professor of labor and industrial relations and economics at Cornell University. "We're not pleased about it."

He said the nation's economic problems had severely affected the amount that states could spend on faculty salaries and on higher education in general. "There are 35 to 40 states in horrible financial trouble

Continued on Page A14

Gulf Crisis May Leave Deep Scars on Higher Education in the Middle East

By BURTON BOLLAG

AMMAN, JORDAN

Besides the massive destruction it has caused in Iraq and Kuwait, the Persian Gulf crisis seems destined to leave deep scars on higher education throughout the Arab world.

The biggest losers could be Palestinians, Arab educators say, as hundreds of Palestinian teachers find themselves unable to reclaim jobs that they were forced to give up because of the conflict.

In addition, financial aid for the six Palestinian universities in the West Bank and Gaza Strip is in doubt as oil-rich Persian Gulf countries reassess their policies in the context of resentment by many of their citizens toward Palestinians. Their animosity stems from a widespread perception that Palestinians sided with Iraq and Saddam Hussein.

Universities in the Israeli-occupied territories had already been severely disrupted for more than three years because of closings imposed by Israel in the face of the Palestinian uprising. About 40 per cent of the institutions' 19,000 students have continued their education in underground programs, says Hanna Nasir, president of the West Bank's Bir Zeit University.

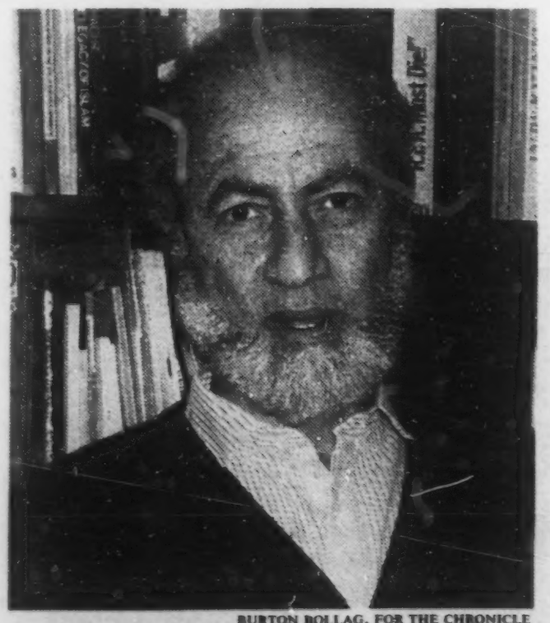
Mr. Nasir, whose office is in Amman—he was deported by Israel in 1974—agrees that Palestinian higher education could lose financial support from Arab countries in the postwar fallout.

Problems in Egypt and Saudi Arabia

Higher-education institutions in Egypt and Saudi Arabia also are hurting because of the Persian Gulf crisis.

The Saudis spent tens of billions of dollars on the war, and those expenditures "will affect their ability to fund their uni-

Continued on Page A38



BURTON BOLLAG, FOR THE CHRONICLE

Mohammad Shaalan, an Egyptian professor: An opportunity exists for academic exchanges if an agreement is reached in the Arab-Israeli conflict.

MARGINALIA

News item in *The Gamecock*, the student newspaper at the University of South Carolina:

COURMAYEUR, ITALY—A block office about 160 feet wide slid down the Italian side of Mont Blanc on Sunday, . . . authorities said."

Lose any typewriters?

■

From *Memo to the President*, a newsletter from the American Association of State Colleges and Universities:

"Western Illinois University's current budget is $586,000 to the better thanks to local legislators spearheading a gubernatorial override in favor of the university in both the Illinois State Souse and Senate. . . ."

A drink or two and they're a pushover.

■

From an ad in our own "Bulletin Board":

"Carleton College seeks an experienced Director of Publications. . . . Applicants should have strong management skills, an eye for food design and layout, and be able to think imaginatively and creatively from initial concept to finished product."

"We can do radish roses and carrot curls. Does that count?" a reader asks us.

■

From another ad, this one in the New Orleans *Times-Picayune:*

"ASSOCIATE DEAN For evening division of Phillips Junior College. Responsible for faulty management, academic advising and daily operations."

We know just the candidate!

■

News item in *The Danville* (Pa.) *News:*

PROF TO LEAD
DISCUSSIONS ON
HUMAN VALVES

"MANSFIELD—Robert Timko of Riverside, philosophy professor at Mansfield University, has been named a leader in the Health and Human Values Reading and Discussion Series sponsored by the Pennsylvania Humanities Council.

"Leaders in this program background and lead discussions in either health care today or the changing concept of human values."

We'd rather hear about those valves.

■

A reference form from the U.S. Department of Education for the Jacob K. Javits Fellows Program seeks the recipient's "candid assesment" of the applicant's "intellectual curiousity" and asks for a further statement "on a seperate sheet of paper."

—C.G.

In Brief

Jury Finds University Not Liable in AIDS Case

SAN FRANCISCO—A jury has found the University of California at San Francisco not guilty of negligence in the death of a woman who died of AIDS after contracting the disease from a blood transfusion at the university's medical center.

Filed in 1984, the suit was one of the first to deal with the question of liability arising from AIDS linked to a blood transfusion, said John Kern, a lawyer for the university.

The suit was filed by William Johnstone after his wife, Mary, underwent surgery at the university Medical Center and received blood provided by a private blood bank. She developed AIDS and died in 1984.

The suit contended that the university had a responsibility for advising Ms. Johnstone of the risks of contracting AIDS from a blood transfusion.

Ms. Johnstone had not been advised of such risks, but that, the Superior Court jury found, did not constitute negligence, Mr. Kern said.

A lawyer for Mr. Johnstone said he would appeal the verdict.

Ex-President Is Indicted for Illegal Payments

COLUMBIA, S.C.—The former president of the University of South Carolina has been indicted by a state grand jury on charges that he used the office for personal gain and illegally received extra compensation.

James B. Holderman (*below*) resigned in May 1990 amid controversy over reports of lavish

© JEFF AMBERG, FOR THE CHRONICLE

spending. The indictments against him center on allegations that he was paid $25,000 from a law firm headed by Robert E. McNair, a former South Carolina Governor. The indictment charges that the payments, made between 1986 and 1988, were for Mr. Holderman's efforts on behalf of a client of the law firm.

Mr. Holderman was unavailable for comment last week. His arraignment was to be scheduled by this week.

Both charges are misdemeanors. They carry maximum penalties of 90 days imprisonment and a $1,000 fine for illegal use of position, and five years in prison and a $500 fine for unlawful receipt of extra compensation, according to documents released by the Richland County solicitor's office, which presented the case.

The investigation by the State Law Enforcement Division into Mr. Holderman's finances and dealings with the Carolina Research and Development Foundation, a university-affiliated fund, is continuing.

Mr. Holderman is on a two-year leave without pay from his tenured post as a professor of political science at the university. He is currently vice-chairman of a real-estate company in Jacksonville, Fla.

Arson Is Suspected in Fire at Grambling

GRAMBLING, LA.—A fire that caused an estimated $100,000 in damage to a Grambling State University building appears to have been intentionally set. No one was injured in the blaze.

According to a university spokeswoman, fire investigators have determined that the blaze was ignited after a flammable substance, probably gasoline, was poured around a window in the one-story building, which housed the office of the college's vice-president of student affairs.

The fire caused extensive damage to computers and other equipment. Smoke damaged other parts of the building. Campus and city police said they had no suspects, but were investigating if the fire was related to an incident the same night in which a Molotov cocktail was thrown at a campus police car. The bomb bounced off the car and blew up.

Prairie View A&M Audit Finds 'Reckless Conduct'

PRAIRIE VIEW, TEX.—A special prosecutor's report on alleged financial mismanagement at Prairie View A&M University has concluded that three former administrators—including Percy Pierre, a former president—were guilty of "reckless conduct" with university funds.

The report concluded that the three would have been brought up on criminal charges of misapplication of funds if the three-year statute of limitations had not expired. The report stated that about $15-million was unaccounted for between 1983 and 1987 because of poor accounting practices.

Mr. Pierre, now vice-president for research and graduate studies at Michigan State University, dismissed the report, saying the allegations of financial misconduct had been thoroughly reviewed by state auditors, lawmakers, and accountants. "They concluded there was no wrongdoing," Mr. Pierre said.

Mr. Pierre, who served as Prairie View's president from 1983 to 1989, questioned why black administrators were singled out for criticism while a white adminis-

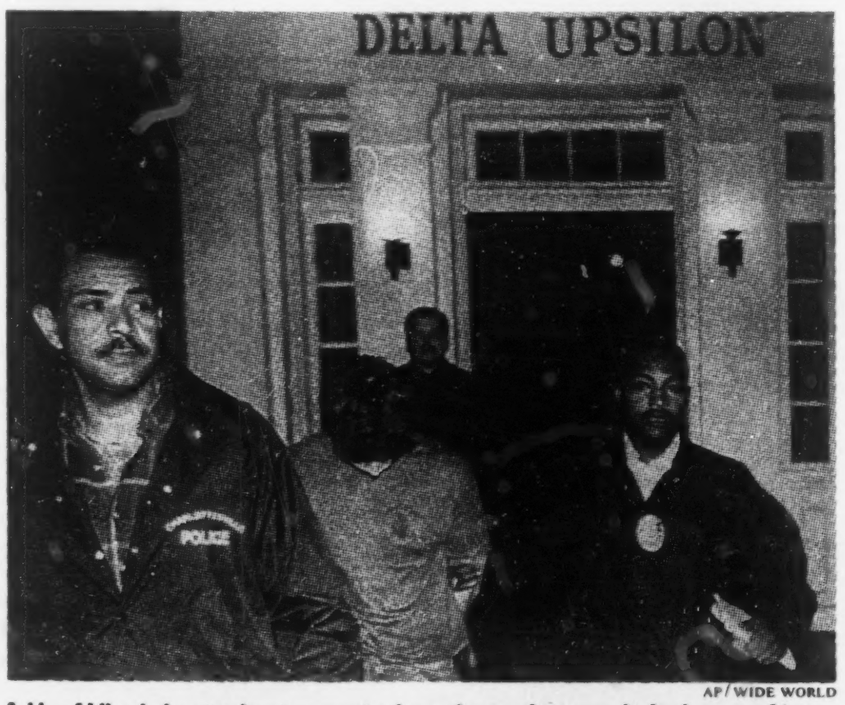
10 Students Arrested in Drug Raids at 3 U. of Virginia Fraternity Houses

CHARLOTTESVILLE, VA.

Ten students at the University of Virginia have been indicted on drug-distribution charges after campus, local, and federal law-enforcement agencies raided three fraternity houses.

The arrests, which came after a six-month investigation by local and university police, have shaken the campus and attracted a flurry of national attention.

Seven students and one former student face federal charges of having sold L.S.D., marijuana, or other illegal drugs to an undercover police officer. The sales allegedly occurred in the Delta Upsilon, Tau Kappa Epsilon, and Phi Epsilon fraternity houses and in an off-campus apartment.



AP/WIDE WORLD

A U. of Virginia student arrested on drug charges is led away from the Delta Upsilon fraternity house by Charlottesville police.

Sandwich Bags of Marijuana

Three students face state charges of distributing cocaine or L.S.D. A fourth person arrested on state charges last week is not a student at the university.

In the raids, the police seized 12 sandwich bags of marijuana, three bags of hallucinogenic mushrooms, one bag of L.S.D., and paraphernalia including 43 pipes.

The federal government also seized the three fraternity houses, which are privately owned and located off the campus. About 55 fraternity members have signed occupancy agreements that allow them to keep living in the houses.

Wayne D. Beaman, U.S. Marshal for the Western District of Virginia, said the seizure was the first time the federal government had taken over fraternity houses.

Members of the black community in Charlottesville had complained that local police were regularly arresting blacks on drug charges while ignoring drug sales by university students.

'Legitimate Questions'

Chief John deK. Bowen of the Charlottesville Police Department said his officers had concentrated their efforts on the open-air markets for crack cocaine in inner-city neighborhoods because of the violence connected with such drug trade. But he said black residents had raised "legitimate questions."

Some critics have accused the police of using the fraternities to score political points with the city's black community. Sheldon E. Steinbach, general counsel of the American Council on Education, called the raids "a cheap publicity stunt."

However, police officials said they had acted in response to information about the fraternities.

Chief Bowen said police departments nationally had seen increased use of L.S.D. (In an unrelated incident, five cadets at the Citadel were arrested two weeks ago and face state charges for selling or possessing L.S.D. Three of the cadets have resigned.)

Susan J. Grossman, director of prevention programs for the University of Virginia's Institute for Substance Abuse Studies, said alcohol abuse was a greater problem on the campus than drug use.

Gov. L. Douglas Wilder called on the state's colleges to "assume control" of fraternities and sororities and insure their campuses are not havens for drugs. University of Virginia officials said the fraternity houses were private properties over which they had little control.

—DENISE K. MAGNER

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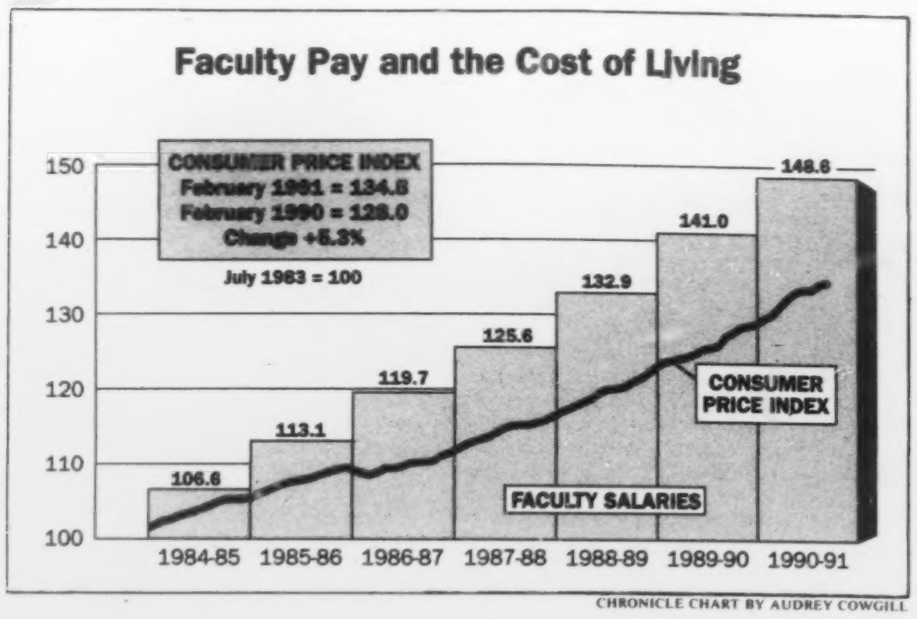


CHRONICLE CHART BY AUDREY COWGILL

Rise in Faculty Pay Trails Inflation

Continued From Page A1

right now," he said. "Until there's a turnaround in the national economy and tax revenues go up in the states, it's not going to be a good time for higher education."

For the third year in a row, average salary increases for professors at private institutions are higher than those at public institutions. At private institutions, professors of all ranks are earning an average of $47,010—6.2 per cent more than they did last year. Those at public institutions are earning $44,020—5.1 per cent more than last year.

Good News Turns Bad

The average 5.4-per-cent increase for professors this year was the same as that reported in January for campus administrators by the College and University Personnel Administrators (*The Chronicle*, January 23). That increase was seen then as good news for administrators, whose average salary increase for the two previous years had fallen below the inflation rate. But because the rate of inflation has continued to rise since those raises took effect, some observers now believe that salaries for administrators are not likely to keep pace with the cost of living this year.

Among the survey's findings:

- Average salaries for full professors range from $44,570 at four-year colleges to $62,910 at doctorate-granting institutions.
- Average salaries for associate professors range from $35,980 at four-year colleges to $44,870 at doctorate-granting institutions.
- Average salaries for assistant professors range from $29,980 at four-year colleges to $37,820 at doctorate-granting institutions.
- Average salaries for instructors range from $24,760 at four-year colleges to $26,840 at doctorate-granting institutions.

In most cases, professors at two-year colleges earn more than their counterparts of similar rank at four-year colleges that mainly offer undergraduate programs.

The faculty survey, which was based on data collected from 2,215 institutions, looked at salaries that were in effect at the start of this academic year. The study, which appears in the most recent issue of the association's magazine, *Academe*, included data reported by academic rank, gender, geographic region, and type of institution.

Faculty members at doctorate-granting institutions are earning the highest average salaries—$49,320, compared with $41,830 for those at comprehensive institutions. Next came faculty members at two-year colleges, who are earning an average of $35,960. Those at four-year colleges earned slightly less—$35,480, on average.

Men are still earning more than women at all levels of the professoriate, the survey results show. Female full professors at all types of institutions, for example, are earning an average of $50,530—13 per cent less than male professors.

Mr. Ehrenberg said the disparity may be due in part to the fact that many women teach at colleges or comprehensive institutions, which pay less than doctorate-granting institutions, and in fields that do not pay as well. "It may also be the case that there is discrimination going on, but you can't tell that from the data," Mr. Ehrenberg said.

Median-Salary Data Added

For the first time, the study includes data on median salaries, because of concern that the data on average salaries may have been skewed by some "star" professors earning unusually high salaries. The survey found that the median salary for professors at all types of institutions is $41,500, while the average salary is $43,720.

Mr. Ehrenberg said the possibility of future faculty shortages could force institutions to improve faculty salaries. He said institutions would be forced to choose between paying higher salaries for professors with doctoral degrees or hiring more professors without Ph.D.'s at lower salaries. If institutions choose to do the former, Mr. Ehrenberg said, professors in the humanities, where salaries have historically been the lowest and where some studies have predicted the biggest shortages will occur, may see the biggest raises.

"One of the problems over the last decade has been that the rich have gotten richer and the poor have gotten poorer—the salaries in the academic careers have tended to grow apart," said Mr. Ehrenberg. "That's less likely to happen in the future, and that's good from the perspective of academe as a community of scholars."

The statistics were compiled by Maryse Eymonerie Associates of Hilton Head, S.C.

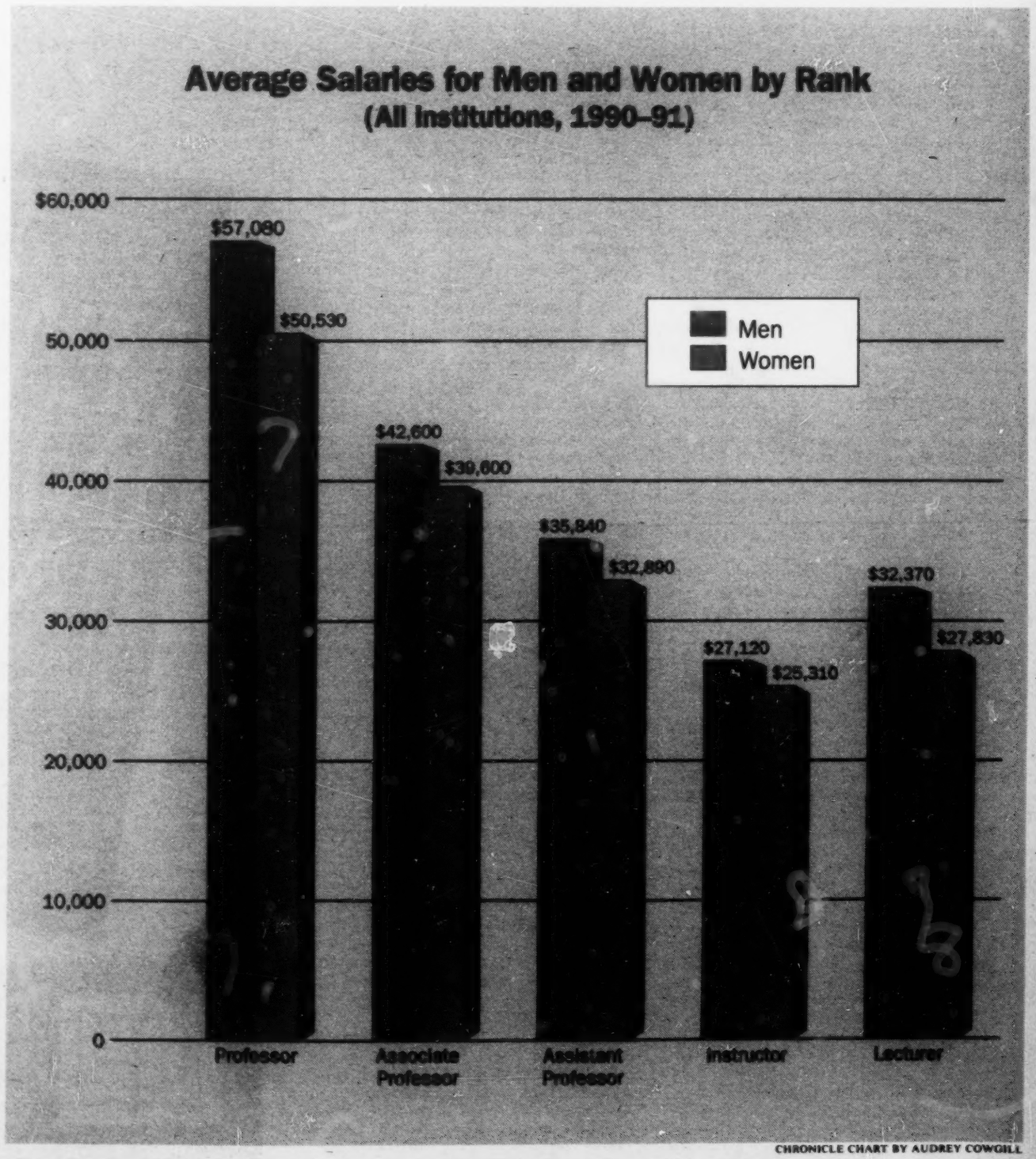
Copies of the March-April issue of *Academe* are available for $35 from the American Association of University Professors, 1012 14th Street, N. W., Suite 500, Washington 20005; (202) 737-5900. ■

Average Faculty Salaries for 1990-91

	All		Public		Private, Independent		Church-related	
	Salary	1-year increase	Salary	1-year increase	Salary	1-year increase	Salary	1-year increase
Doctoral institutions								
Professor	$62,910	5.5%	$60,450	5.2%	$72,950	6.5%	$60,790	5.3%
Associate professor	44,870	5.1	44,000	4.9	49,420	5.9	44,980	5.4
Assistant professor	37,820	5.2	36,980	4.8	41,640	6.4	38,030	6.6
Instructor	26,840	4.9	25,910	5.3	32,340	3.9	30,000	1.9
Lecturer	31,810	—	31,290	—	34,460	—	28,080	—
All ranks	49,320	5.4	47,650	5.1	57,320	6.3	47,520	5.6
Comprehensive institutions								
Professor	$52,180	5.4%	$52,190	5.3%	$52,820	5.5%	$51,180	6.4%
Associate professor	41,390	5.5	41,570	5.2	41,050	6.1	40,700	6.9
Assistant professor	34,160	5.7	34,460	5.4	33,020	6.3	33,950	6.6
Instructor	25,980	4.8	26,170	4.6	24,520	4.7	27,310	7.6
Lecturer	26,920	—	26,500	—	28,380	—	33,560	—
All ranks	41,830	5.5	42,170	5.3	40,730	5.9	41,010	6.6
Baccalaureate institutions								
Professor	$44,570	5.9%	$44,900	5.5%	$49,610	6.1%	$40,040	6.0%
Associate professor	35,980	5.8	37,550	5.6	38,200	6.0	33,080	5.8
Assistant professor	29,980	6.1	31,390	5.7	31,570	6.3	28,020	6.2
Instructor	24,760	6.2	26,510	6.1	25,470	5.8	23,600	6.5
Lecturer	28,030	—	27,110	—	32,840	—	22,470	—
All ranks	35,480	6.0	36,410	5.6	38,620	6.1	32,440	6.0
2-year institutions with academic ranks								
Professor	$44,620	4.4%	$45,050	4.3%	$35,080	6.6%	$30,460	9.6%
Associate professor	37,680	4.3	38,070	4.3	29,950	5.6	26,320	4.8
Assistant professor	31,470	4.5	31,870	4.5	27,150	6.1	23,300	4.3
Instructor	26,740	4.2	27,060	4.1	21,530	5.8	20,520	9.2
Lecturer	22,370	—	22,490	—	—	—	—	—
All ranks	35,960	4.4	36,420	4.3	28,280	5.1	25,320	6.4
2-year institutions without academic ranks								
All	$37,030	5.4%	$37,200	5.4%	$28,660	5.2%	$24,800	3.2%
All institutions except institutions without academic ranks								
Professor	$56,210	5.5%	$55,830	5.2%	$61,620	6.2%	$47,240	6.0%
Associate professor	41,780	5.3	42,210	5.0	43,280	6.0	37,540	6.0
Assistant professor	34,640	5.5	35,200	5.1	35,540	6.4	31,050	6.4
Instructor	26,090	5.0	26,330	4.8	26,240	4.9	24,800	6.4
Lecturer	29,930	—	29,310	—	33,190	—	27,690	—
All ranks	43,720	5.4	44,020	5.1	47,010	6.2	37,270	6.1

— No data reported

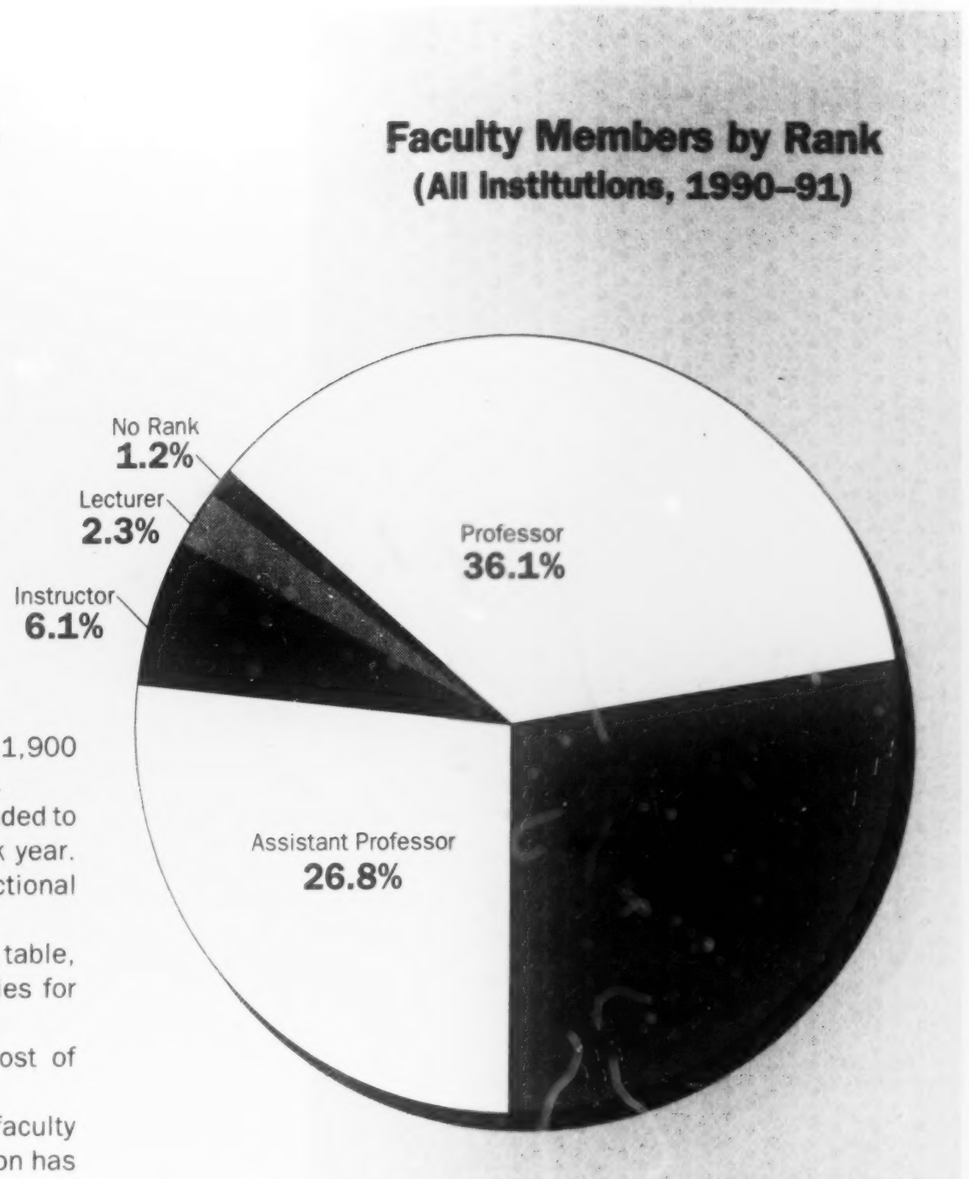
Note: Figures cover full-time members of the instructional staff except those in medical schools. The salaries are adjusted to a standard nine-month work year. The salary figures are based on 2,215 institutions; percentage increases are based on 1,754 institutions.



CHRONICLE CHART BY AUDREY COWGILL

FACT FILE

Average Faculty Salaries at 1,900 Institutions



Total does not equal 100 because of rounding.

CHRONICLE CHART BY AUDREY COWGILL

Here are the average faculty salaries by rank at more than 1,900 colleges, universities, and multi-campus systems in 1990-91.

The salaries are reported in thousands of dollars and are rounded to the nearest hundred. They are adjusted to a nine-month work year. The figures cover full-time members of each institution's instructional staff except those in medical schools.

The designations I, IIA, IIB, III, and IV are defined in the rating table, below right, which gives the percentile distributions of salaries for each academic rank.

Average faculty salaries for institutions without ranks, most of which are two-year colleges, appear in a table on Page A18.

A dash appears whenever an institution has fewer than six faculty members in a given rank. A blank space indicates the institution has no faculty members at that rank. The tables omit footnotes qualifying the information reported by some institutions.

The figures were compiled by Maryse Eymonerie Associates for the American Association of University Professors.

ALABAMA

	Prof	Assoc Prof	Asst Prof	Inst
Alabama St U, IIA	41.0	34.5	31.4	22.9
Athens St C, IIB	43.0	38.3	31.6	
Auburn U				
Main, I	55.0	42.4	35.8	24.5
Montgomery, IIA	50.2	40.1	33.4	26.0
Birmingham Southern C, IIB	46.0	35.7	28.2	—
Huntingdon C, IIB	32.5	31.1	27.4	—
Jacksonville St U, IIA	43.1	39.0	32.3	29.1
Judson C, IIB	31.0	26.1	23.7	—
Samford U, IIA	49.7	38.1	29.9	25.7
Spring Hill C, IIB	38.4	32.8	27.1	
Troy St U				
Main, IIA	41.5	33.7	30.3	24.4
Dothan, IIB	41.9	33.9	38.0	—
Tuskegee U, IIA	40.4	33.5	29.3	21.0
U of Alabama				
Birmingham, I	55.6	40.1	33.7	24.2
Huntsville, IIA	58.5	40.2	35.2	28.7
Tuscaloosa, I	56.9	42.4	34.7	24.4
U of Montevallo, IIA	39.1	32.5	29.3	—
U of North Alabama, IIA	45.9	38.2	32.3	26.5
U of South Alabama, IIA	49.7	39.7	35.1	27.4

ALASKA

U of Alaska				
Anchorage, IIA	57.7	49.3	39.1	40.4
Fairbanks, I	62.3	49.1	38.3	28.9
Southeast, IIA	53.8	47.9	37.5	32.6

ARIZONA

American Grad Sch of International Mgmt, IIA	49.6	40.5	37.5	24.2
Arizona St U, I	59.5	44.6	38.3	30.1
Grand Canyon U, IIB	37.4	32.7	27.4	23.4
Northern Arizona U, I	50.8	41.8	34.5	21.5
U of Arizona, I	59.9	43.6	38.3	25.3

ARKANSAS

Arkansas C, IIB	40.2	34.8	28.5	23.5
Arkansas St U				
Main, IIA	44.8	38.1	30.7	23.3
Beebe, III	—	26.3	25.9	20.1
Arkansas Tech U, IIB	39.1	33.4	30.6	23.7
Central Baptist C, IIB	23.7	—	—	—
Harding U Main, IIB	38.4	33.5	30.0	26.3
Henderson St U, IIB	38.1	33.5	28.7	23.4
Hendrix C, IIB	42.7	35.7	30.8	
John Brown U, IIB	36.1	30.7	27.3	—
Ouachita Baptist U, IIB	37.6	32.4	26.1	23.3
Southern Arkansas U				
Main, IIB	41.3	35.8	29.9	25.5
Tech, III	—	28.5	26.5	—
U of Arkansas				
Fayetteville, I	49.8	37.7	32.9	23.4
Little Rock, IIA	47.9	37.9	33.4	24.1
Monticello, IIB	38.6	33.4	28.3	25.1
Pine Bluff, IIB	37.1	32.5	29.6	23.8
U of Central Arkansas, IIA	46.5	37.6	30.2	23.3
U of the Ozarks, IIB	27.7	24.9	24.1	—
Williams Baptist C, IIB	—	—	23.6	21.1

CALIFORNIA

Azusa Pacific U, IIA	37.1	32.2	28.5	24.5
Biola U, IIA	41.1	33.6	26.2	26.4
California Inst of Tech, I	86.0	65.2	52.3	
California Lutheran U, IIA	45.6	35.7	31.1	27.0
California Maritime Acad, IIB	50.5	41.1	—	31.9
California St U				
Bakersfield, IIA	60.1	47.7	36.9	30.6
Cal Poly Pomona, IIA	60.4	48.9	40.9	—

CALIFORNIA—Continued

	Prof	Assoc Prof	Asst Prof	Inst
California St U, cont.				
Cal Poly San Luis Obispo, IIA	59.9	49.5	37.9	30.7
Chico, IIA	59.7	48.1	39.2	33.5
Dominguez Hills, IIA	59.9	46.5	38.6	30.1
Fresno, IIA	59.9	47.1	37.8	31.4
Fullerton, IIA	60.0	48.1	38.3	29.3
Hayward, IIA	59.8	48.6	38.6	—
Humboldt St U, IIA	59.1	47.0	38.7	—
Los Angeles, IIA	59.7	48.5	40.3	—
Long Beach, IIA	59.7	48.1	39.2	32.0
Northridge, IIA	60.0	46.1	39.3	33.1
Sacramento, IIA	60.2	46.9	39.2	—
San Bernardino, IIA	59.2	48.5	39.3	31.5
San Marcos, IIA	57.9	—	40.7	
San Diego St U, IIA	59.7	47.3	40.3	32.6
San Francisco St U, IIA	59.5	48.1	39.2	32.6
San Jose St U, IIA	59.7	48.5	40.0	34.1
Sonoma St U, IIA	59.6	46.4	37.9	—
Stanislaus, IIA	59.5	45.9	37.7	—
Chapman C, IIA	49.3	41.6	34.4	—
Claremont Graduate Sch, I	66.9	49.9	40.5	
Claremont McKenna C, IIB	62.0	45.5	38.3	—
C of Notre Dame, IIB	40.5	32.8	29.4	—
Golden Gate U, I	56.4	42.4	36.1	
Harvey Mudd C, IIB	68.8	50.5	41.5	
Holy Names C, IIA	39.5	33.7	27.9	—
LA C of Chiropractic, IIA	41.0	30.4	26.0	—
Loyola Marymount U, IIA	62.4	48.8	36.5	30.1
Mennonite Brethren Biblical Sem, IIA	—	33.9	—	
Mills C, IIA	54.4	42.1	33.9	—
Monterey Inst of International Studies, IIA	46.3	39.4	29.9	—
Mount Saint Mary's C, IIB	39.4	34.4	30.7	26.3
Naval Postgraduate Sch, I	54.8	45.0	40.0	27.9
Occidental C, IIB	59.6	44.5	35.9	28.0
Ohlone C, III	51.5	45.3	44.3	38.3
Pacific Sch of Religion, IIA	43.1	—		
Pacific Union C, IIB	32.1	30.3	28.5	—
Palomar C, III		51.7		38.1
Pepperdine U, IIA	60.4	48.9	45.1	—
Pitzer C, IIB	59.3	—	36.0	
Point Loma Nazarene C, IIB	41.7	35.1	28.2	—
Pomona C, IIB	64.4	47.1	37.9	—
Saint Mary's C of Cal, IIA	55.6	43.5	35.6	
Santa Clara U, IIA	69.1	49.1	42.7	
Sch of Theol at Claremont, IIA	46.5	—	—	—
Scripps C, IIB	58.0	44.7	34.7	—
Southern California C, IIB	40.2	36.8	31.3	—
Southwestern U, IIA	64.2	52.5	—	
Stanford U, I	83.3	59.3	46.9	
U of California				
Berkeley, I	76.5	50.4	41.2	
Davis, I	67.4	45.7	39.9	
Irvine, I	71.4	48.3	41.2	
Los Angeles, I	73.7	48.1	41.4	
Riverside, I	66.2	45.7	37.5	
San Diego, I	71.4	47.9	41.0	—
San Francisco, I	63.5	43.6	39.4	
Santa Barbara, I	70.8	46.7	40.0	
Santa Cruz, I	65.4	45.2	38.9	
U of La Verne, IIA	42.2	32.0	26.5	—
U of the Pacific, IIA	49.1	41.0	33.4	26.1
U of Redlands, IIA	48.2	39.7	33.7	
U of San Diego, IIA	61.9	45.6	38.0	
U of San Francisco, IIA	56.3	43.0	35.8	
U of Southern California, I	74.4	51.7	43.5	47.8
Westmont C, IIB	42.8	36.5	29.5	—
Whittier C, IIA	55.0	37.2	39.7	
Woodbury U, IIA	—	34.1	31.2	—

COLORADO

Aims CC, III	38.0	33.8	29.4	24.9
Colorado Christian U, IIB	—	—	—	21.2
Colorado C, IIB	55.1	42.4	35.3	—
Colorado Mountain C, III	34.4	29.7	24.9	—
Colorado Sch of Mines, IIA	54.7	41.9	39.0	—
Colorado St U Sys				
Colorado St U, I	53.8	41.2	36.0	—
Fort Lewis C, IIB	40.8	34.8	32.3	—
U of Southern Colorado, IIA	43.5	37.7	33.3	26.4
Denver Conservative Baptist Sem, IIB	29.0	—	—	
Iliff Sch of Theol, IIA	50.3	—	—	
Regis C, IIB	41.4	35.9	29.6	—
St C's in Colorado				
Adams St C, IIA	42.0	35.0	30.7	28.1
Mesa St C, IIB	41.9	34.4	29.1	24.8
Metropolitan St C, IIB	43.7	37.5	31.9	23.7
Western St C, IIB	42.9	34.7	29.9	—
U of Colorado				
Boulder, I	60.4	45.4	38.1	27.4
Colorado Springs, IIA	49.9	39.0	35.2	23.8
Denver, IIA	54.9	42.9	38.7	28.3
Health Sciences Ctr, IIA	57.0	44.7	35.5	28.2
U of Denver, I	54.1	41.6	36.5	35.7
U of Northern Colorado, I	46.9	38.0	31.5	23.5

CONNECTICUT

Albertus Magnus C, IIB	38.6	32.0	27.4	24.4
Asnuntuck CC, III	45.8	—	33.5	—
Connecticut C, IIB	51.8	41.4	31.6	28.5
Connecticut CC's, III	50.3	42.2	36.0	31.7
Connecticut St Tech C's, III	51.1	45.1	38.4	—
Connecticut St U Sys				
Central Conn St U, IIA	54.6	44.1	36.2	29.8
Eastern Conn St U, IIA	57.7	44.8	36.6	
Southern Conn St U, IIA	53.0	43.4	35.2	29.4
Western Conn St U, IIA	54.4	44.7	37.0	29.0
Fairfield U, IIA	59.5	48.2	39.5	31.7
Greater Hartford CC, III	51.5	—	36.4	31.5
Mattatuck CC, III	49.9	41.1	38.3	32.5
Norwalk CC, III	51.1	41.9	37.0	34.1
Quinebaug Valley CC, III	47.7	—	—	—
Quinnipiac C, IIB	52.6	42.5	34.4	29.6
Sacred Heart U, IIB	45.3	37.4	31.4	—
Saint Joseph C, IIA	—	34.5	29.7	—
South Central CC, III	50.0	42.4	37.4	32.1
Trinity C, IIB	61.1	45.1	35.7	—
Tunxis CC, III	49.8	—	35.6	31.4
U of Bridgeport, IIA	49.4	37.5	34.3	27.2
U of Connecticut, I	69.2	52.4	42.6	42.2
U of Hartford, IIA	52.4	42.8	36.2	31.3
U of New Haven, IIA	48.7	44.0	36.8	—
Wesleyan U, IIA	66.6	45.4	38.0	—
Yale U, I	82.3	49.1	38.9	—

DELAWARE

Delaware St C, IIA	45.3	37.8	31.8	26.5
U of Delaware, I	62.3	45.1	37.0	27.0
Wesley C, IIB	39.5	32.9	29.1	25.1

DISTRICT OF COLUMBIA

American U, I	66.9	48.4	40.6	24.3
Catholic U of America, I	56.6	41.6	34.3	28.5
Gallaudet U, IIA	58.8	43.9	36.7	29.4
George Washington U, I	66.5	48.2	39.0	30.1
Georgetown U, I	74.9	49.0	37.7	34.7
Mount Vernon C, IIB	—	35.4	28.8	
Trinity C, IIB	37.1	27.5	23.5	—
U of the District of Columbia, IIA	55.3	44.5	35.9	30.8
Wesley Theol Sem, IIA	39.1	—	—	

FLORIDA

	Prof	Assoc Prof	Asst Prof	Inst
Barry U, IIA	43.7	37.9	31.9	25.6
Eckerd C, IIB	44.4	35.8	31.3	
Embry-Riddle Aeronautical U, IIA	45.2	36.4	30.2	21.2
Florida Southern C, IIB	39.0	33.0	28.5	26.4
Jacksonville U, IIB	38.8	32.8	29.7	
John B Stetson U, IIA	54.4	40.7	32.9	—
Manatee CC, III	39.2	31.9	26.9	22.2
Miami-Dade CC, III	40.0	33.4	27.5	24.1

FLORIDA—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Palm Beach Atlantic C, IIB	37.5	34.7	32.0	29.3
Rollins C, IIB	50.2	39.8	29.8	23.4
St U Sys of Florida				
Florida Atlantic U, IIA	56.1	40.8	38.6	31.3
Florida St U, I	54.5	39.6	35.2	25.4
U of Florida, I	58.4	41.3	37.0	29.8
U of North Florida, IIB	48.1	38.1	33.1	24.3
U of South Florida, I	54.9	40.7	34.3	27.9
U of West Florida, IIA	51.2	38.8	34.2	30.6
U of Miami, I	58.2	42.2	36.9	30.0
U of Tampa, IIB	42.7	34.2	30.6	22.1

GEORGIA

Abraham Baldwin Ag C, III	38.6	35.2	29.7	25.0
Agnes Scott C, IIB	45.5	37.1	30.5	—
Andrew C, III	—	—	23.7	—
Armstrong St C, IIB	43.9	36.9	29.5	24.9
Atlanta Metropolitan C, III	—	33.5	30.6	—
Augusta C, IIA	48.3	36.3	32.4	24.8
Berry C, IIB	45.6	34.2	30.0	24.9
Brenau C, IIB	37.6	31.9	24.6	—
Brunswick C, III	41.4	35.6	29.5	26.8
Columbia Theol Sem, IIA	40.0	—	—	
Columbus C, IIA	42.6	35.8	32.7	26.5
Covenant C, IIB	36.6	32.2	—	
Darton C, III	35.5	33.0	30.9	—
DeKalb C, III	42.3	37.5	30.2	25.6
East Georgia C, III	—	—	29.9	—
Emory U, I	68.0	46.3	37.8	30.5
Floyd C, III	44.1	30.9	29.1	23.2
Gainesville C, III	42.0	34.1	29.5	25.5
Georgia C, IIA	43.4	35.3	32.4	22.9
Georgia Inst of Tech, I	63.7	47.4	43.0	25.0
Georgia Southern U, IIA	45.7	37.9	30.1	24.1
Georgia St U, I	59.7	43.5	36.8	25.8
Interdenominational Theol Ctr, IIA	40.1	30.7	—	
Kennesaw St C, IIB	49.0	39.8	32.7	25.5
Macon C, III	39.5	34.1	29.0	24.9
Mercer U, all campuses, IIA	50.8	38.1	32.7	24.9
North Georgia C, IIA	43.7	36.5	32.4	28.8
Oglethorpe U, IIB	43.6	38.4	30.0	
Paine C, IIB	27.4	26.3	22.1	18.2
Savannah St C, IIB	44.5	33.2	34.1	25.1
Shorter C, IIB	34.1	29.4	27.5	22.1
Southern C of Tech, IIB	41.1	35.8	33.1	26.3
U of Georgia, I	57.9	40.8	35.3	23.7
Valdosta St C, IIA	45.4	37.1	31.6	27.1
Wesleyan C, IIB	38.1	30.8	28.5	—
West Georgia C, IIA	44.9	36.2	33.4	24.2

HAWAII

Chaminade U of Honolulu, IIB	34.0	29.3	25.1	—
U of Hawaii				
Hilo, IIB	51.2	41.0	33.9	—
Manoa, I	61.5	46.7	39.6	29.6
West Oahu, IIB	45.0	—	33.0	

IDAHO

Boise St U, IIA	41.2	35.9	32.6	26.8
C of Idaho, IIB	37.7	30.1	24.1	
C of Southern Idaho, III	33.2	30.7	26.8	24.0
Idaho St U, IIA	42.5	35.4	30.9	27.1
Lewis-Clark St C, IIB	36.0	30.9	25.6	—
U of Idaho, I	47.6	38.1	35.0	25.8

ILLINOIS

Augustana C, IIB	50.0	39.3	32.2	28.1
Aurora U, IIB	42.7	34.3	30.4	—
Barat C, IIB	40.9	32.9	27.2	—
Bd of Govs of St C's & U's				
Chicago St U, IIA	41.2	33.4	29.5	24.8
Eastern Illinois U, IIA	43.1	35.8	31.6	22.7
Northeastern Illinois U, IIA	42.6	35.5	31.3	
Western Illinois U, IIA	44.2	38.5	32.8	21.0

Continued on Following Page

AAUP Rating Scale

Category I: Doctoral Institutions

	1+	1	2	3	4
Professor	$76,100	$69,400	$63,800	$58,100	$52,800
Associate professor	52,100	49,100	46,100	43,300	40,300
Assistant professor	43,500	40,400	38,600	36,800	34,700
Instructor	37,900	33,000	29,900	27,300	24,500

Category IIA: Comprehensive Institutions

	1+	1	2	3	4
Professor	$62,000	$55,800	$50,500	$46,400	$42,500
Associate professor	48,400	44,700	41,000	38,200	35,600
Assistant professor	40,300	37,000	34,400	32,400	30,200
Instructor	33,800	30,400	27,800	25,700	23,800

Category IIB: Baccalaureate Institutions

	1+	1	2	3	4
Professor	$57,100	$47,600	$42,600	$38,200	$33,800
Associate professor	43,900	38,600	35,100	32,400	29,100
Assistant professor	35,700	32,200	29,800	27,700	25,200
Instructor	30,900	27,400	25,400	23,500	21,500

Category III: 2-Year Institutions With Academic Ranks

	1+	1	2	3	4
Professor	$51,500	$47,700	$43,000	$39,600	$35,000
Associate professor	45,300	40,200	36,500	34,100	30,300
Assistant professor	37,000	33,600	31,400	29,400	26,600
Instructor	32,100	29,000	27,100	25,300	22,300

Category IV: 2-Year Institutions Without Academic Ranks

	1+	1	2	3	4
All	$48,100	$41,000	$33,900	$29,700	$26,800

Note: Scale is based on the distribution of 2,215 institutions by average salary for 1990-91, rounded to the nearest hundred dollars. Percentile rankings are as follows: 1+ = 95th percentile; 1 = 80th percentile; 2 = 60th percentile; 3 = 40th percentile; 4 = 20th percentile. An average salary of $65,000 for the rank of professor in Category I institutions would be rated 2 because it falls between the 60th percentile ($63,800) and the 80th percentile ($69,400).

Average Faculty Salaries at 1,900 Institutions—Continued

	Prof	Assoc Prof	Asst Prof	Inst
ILLINOIS—Continued				
Bradley U, IIA	50.7	42.0	34.3	23.9
Chicago Theol Sem, IIA	44.1	—	—	—
C of Saint Francis, IIB	40.5	37.4	31.6	—
Concordia U, IIB	33.4	28.3	23.2	—
DePaul U, IIA	60.2	47.1	38.7	32.0
Elmhurst C, IIB	44.8	37.2	30.0	27.1
Eureka C, IIB	34.5	28.6	26.7	—
Garrett-Evangelical Theol Sem, IIA	46.1	—	—	—
Greenville C, IIB	33.0	28.7	24.1	—
Illinois Benedictine C, IIA	40.6	33.8	30.1	—
Illinois Central C, III	40.7	36.4	30.0	25.9
Illinois C, IIB	43.0	36.8	28.3	—
Illinois Inst of Tech, I	61.0	43.9	38.2	31.0
Illinois St U, I	50.7	39.4	33.2	
Illinois Wesleyan U, IIB	45.7	35.2	31.0	25.3
John A Logan C, III	43.5	36.2	31.9	30.3
Judson C, IIB	36.7	31.9	29.5	—
Kendall C, IIB		—	—	25.7
Knox C, IIB	46.1	37.5	31.4	26.6
Lake Forest C, IIB	56.6	44.3	33.7	—
Lewis U, IIA	37.5	32.5	28.0	24.6
Lincoln Christian C & Sem, IIB	31.3	28.6	25.8	
Loyola U of Chicago, I	62.3	45.9	38.1	35.2
Lutheran Sch of Theol, IIA	41.7	—	—	
McCormick Theol Sem, IIA	37.5	—	29.0	
McKendree C, IIB	39.4	34.7	30.3	26.6
MacMurray C, IIB	28.7	21.5	22.6	23.3
MacCormac C, III	—	—	23.1	—
Mennonite C of Nursing, IIB			29.1	—
Millikin U, IIB	46.7	37.8	30.0	27.2
Monmouth C, IIB	41.1	33.1	27.8	—
Moraine Valley CC, III	47.2	38.7	34.2	31.9
National-Louis U, IIA	48.2	37.2	31.1	25.5
North Central C, IIB	41.5	36.0	31.6	25.8
North Park C, IIB	36.7	30.4	25.6	—
Northern Illinois U, I	53.0	40.8	33.6	21.2
Northwestern U, I	73.7	51.1	44.2	
Olivet Nazarene U, IIA	31.7	27.8	24.3	—
Parks C of St Louis U, IIB	50.5	43.2	38.4	—
Principia C, IIB	42.8	36.4	30.9	—
Quincy C, IIB	33.1	33.0	25.2	—
Richland CC, III	36.6	34.8	28.4	27.7
Rockford C, IIB	33.9	28.9	25.6	—
Roosevelt U, IIA	42.3	37.6	32.4	—
Rosary C, IIB	44.0	36.7	32.9	—
Saint Xavier C, IIB	40.0	33.5	26.4	—
Sauk Valley CC, III	36.3	32.4	27.2	20.9
Sch of the Art Inst of Chicago, IIB	44.0	35.3	28.6	
Southern Illinois U Carbondale, I	51.4	40.0	32.4	23.5
Edwardsville, IIA	48.6	42.1	34.9	27.3
Trinity Christian C, IIB	37.6	34.9	30.7	—
Trinity C, IIB	35.3	31.8	26.8	—
Trinity Evangelical Divinity Sch, IIA	43.4	37.0	31.5	—
U of Chicago, I	78.5	50.2	45.2	33.9
U of Illinois Chicago, I	60.9	44.0	38.1	27.6
Urbana-Champaign, I	63.7	45.6	40.3	—
Wheaton C, IIA	45.1	38.1	31.9	—
INDIANA				
Anderson U, IIB	36.6	32.1	27.8	24.5
Ball St U, I	47.4	38.6	31.2	20.8
Butler U, IIA	47.2	38.9	34.2	—
De Pauw U, IIB	49.2	38.0	31.5	
Earlham C, IIB	45.6	33.9	31.5	
Franklin C of Indiana, IIB	38.5	32.1	29.7	
Hanover C, IIB	47.3	36.8	30.5	25.1
Huntington C, IIB	39.9	34.1	28.4	—
Indiana St U, I	47.4	37.3	30.3	23.7
Indiana U Bloomington, I	62.3	43.5	35.2	—
East, IIB	44.8	34.5	29.0	
Kokomo, IIB	46.5	39.1	32.5	
Northwest, IIA	50.6	40.0	32.8	
Purdue U Indianapolis, IIA	57.8	41.8	36.4	
Purdue U Fort Wayne, IIA	46.7	38.1	30.1	21.1
South Bend, IIA	46.6	39.2	33.6	—
Southeast, IIA	48.5	37.3	30.1	
Indiana Wesleyan U, IIB	31.8	27.4	23.4	
Manchester C, IIB	39.1	30.7	28.6	24.5
Oakland City C, IIB	—	23.6	22.1	—
Purdue U Main, I	66.9	46.0	38.7	21.6
Calumet, IIA	48.2	38.5	33.7	24.1
North Central, III	46.0	36.7	30.2	—
Rose-Hulman Inst of Tech, IIB	53.0	46.0	41.2	
Saint Joseph's C, IIB	35.3	32.9	29.7	—
Saint Mary's C, IIB	48.9	38.2	31.3	—
Saint Meinrad C, IIB	—	—	31.5	
Saint Meinrad Sch of Theol, IIB	—	—	25.8	—
Summit Christian C, IIB	—	23.4	22.0	
Taylor U, IIB	34.4	31.5	27.4	—
Tri-State U, IIB	36.7	30.5	28.1	—
U of Evansville, IIA	41.8	35.3	31.7	—
U of Indianapolis, IIA	40.8	35.1	30.9	28.4
U of Notre Dame, I	72.4	50.5	42.6	37.8
U of Southern Indiana, IIA	43.5	38.2	32.8	27.1
Valparaiso U, IIA	47.0	37.6	32.3	25.5
Vincennes U, III	38.4	32.2	27.9	25.1
Wabash C, IIB	54.5	41.9	34.5	—
IOWA				
Briar Cliff C, IIB	33.4	28.5	27.0	22.2
Buena Vista C, IIB	47.5	39.5	31.9	27.0
Central U of Iowa, IIB	44.6	37.3	30.5	25.0
Clarke C, IIB	35.1	29.7	25.7	22.9
Coe C, IIB	46.0	36.9	28.5	
Cornell C, IIB	49.3	37.7	32.3	—
Dordt C, IIB	35.6	31.8	28.5	24.7
Drake U, IIA	50.6	39.4	34.2	27.9
Faith Baptist Bible C, IIB	24.2	—	—	
Graceland C, IIB	32.8	28.8	24.5	—
Grand View C, IIB	33.9	27.5	24.5	—
Grinnell C, IIB	56.3	42.2	33.8	—
Iowa St U, I	63.8	47.4	38.2	23.9
Iowa Valley CC Dist, III	34.7	28.8	24.7	—
Loras C, IIB	37.1	32.3	28.4	—
Luther C, IIB	45.0	37.3	31.0	27.3
Marycrest C, IIB	—	29.6	26.1	—
Morningside C, IIB	35.9	30.1	28.2	—
Mount Mercy C, IIB	—	31.8	30.3	24.9
Northwestern C, IIB	36.4	31.6	26.6	22.0
Palmer C of Chiropractic, IIB	43.3	34.1	27.7	22.3
St Ambrose U, IIB	36.0	33.2	28.2	—
Simpson C, IIB	42.8	35.1	29.0	26.4
Teikyo Westmar U, IIB	33.7	27.8	24.4	21.2
IOWA—Continued				
U of Dubuque, IIB	36.6	31.7	27.6	—
U of Iowa, I	64.6	48.0	40.3	31.0
U of Northern Iowa, IIA	53.1	43.4	35.6	28.0
Waldorf C, III	32.7	29.3	27.4	—
Wartburg Theol Sem, IIB	35.3	—	—	
KANSAS				
Baker U, IIB	32.1	27.7	23.7	
Benedictine C, IIB	29.9	26.5	23.1	—
Bethany C, IIB	32.1	27.9	23.6	21.8
Bethel C, IIB	26.7	25.7	22.8	—
Emporia St U, IIA	40.9	36.1	30.1	23.4
Fort Hays St U, IIA	42.4	35.5	30.8	26.1
Friends U, IIB	31.8	29.8	26.8	—
Kansas St U, I	50.5	39.3	34.3	26.1
Kansas Wesleyan U, IIB	27.3	24.4	22.0	19.2
McPherson C, IIB	28.4	24.1	21.7	—
Mid-America Nazarene C, IIB	30.5	27.2	23.4	22.5
Ottawa U, IIB	29.9	—	23.9	20.7
Pittsburg St U, IIA	41.8	36.9	30.4	—
Saint Mary C, IIB	32.6	26.8	23.3	21.5
Saint Mary of the Plains C, IIB	28.6	25.7	23.2	—
Southwestern C, IIB	31.3	28.5	26.9	20.0
Tabor C, IIB	27.8	23.5	20.5	—
U of Kansas Main, I	52.8	40.3	33.6	25.6
Washburn U of Topeka, IIA	54.2	38.2	31.3	26.9
Wichita St U, IIA	51.2	37.9	32.8	22.4
KENTUCKY				
Alice Lloyd C, III	—	—	—	17.2
Asbury C, IIB	34.8	28.9	25.7	20.7
Asbury Theol Sem, IIA	39.1	—	—	
Bellarmine C, IIB	42.2	34.7	28.3	27.0
Berea C, IIB	45.7	34.8	29.5	24.5
Brescia C, IIB	—	28.2	25.5	—
Campbellsville C, IIB	30.1	—	20.5	18.2
Centre C, IIB	46.2	38.7	31.8	28.2
Cumberland C, IIB	31.7	27.1	24.5	22.6
Eastern Kentucky U, IIA	44.2	38.4	33.2	25.6
Georgetown C, IIB	37.7	31.7	27.5	—
Kentucky St U, IIB	44.5	38.5	32.0	25.2
Kentucky Wesleyan C, IIB	35.4	30.1	27.3	—
Lees C, III	—	—	19.8	—
Lexington Theol Sem, IIA	34.2	—	—	—
Lindsey Wilson C, IIB	—	29.0	25.1	22.7
Louisville Presbyterian Theol Sem, IIA	52.1	—	—	
Morehead St U, IIA	43.7	37.0	30.3	22.6
Murray St U, IIA	43.0	37.2	31.4	23.7
Northern Kentucky U, IIA	46.3	38.6	31.0	23.6
Pikeville C, IIB	29.8	27.8	24.7	—
Spalding U, IIB	30.8	28.9	25.2	—
Thomas More C, IIB	33.4	27.7	25.2	—
Transylvania U, IIB	42.6	36.7	31.0	—
Union C, IIB	26.1	23.6	22.3	18.8
U of Kentucky, I	56.0	41.8	36.8	36.3
CC's, III	38.0	30.3	25.3	23.6
U of Louisville, I	53.1	39.8	32.9	25.1
Western Kentucky U, IIA	42.5	36.4	31.8	24.9
LOUISIANA				
Centenary C, IIB	48.4	34.4	28.7	23.0
Louisiana C, IIB	35.1	28.8	26.3	—
Louisiana St U Sys A&M C, I	56.6	41:8	36.7	25.5
Alexandria, III	37.3	31.3	26.8	23.4
Eunice, III	—	32.5	29.1	28.1
Shreveport, IIA	43.2	38.1	32.9	26.5
U of New Orleans, IIA	48.7	36.4	33.0	22.1
Louisiana Tech U, IIA	43.7	39.2	33.0	22.5
Loyola U, IIA	53.1	42.3	32.0	27.6
McNeese St U, IIA	43.8	37.8	30.6	—
Northeast Louisiana U, IIA	44.2	35.2	32.2	22.4
Northwestern St U, IIA	38.8	34.2	29.5	25.0
Our Lady of Holy Cross C, IIB	—	27.7	24.4	26.4
Southeastern Louisiana U, IIA	43.1	38.5	32.1	23.5
Southern U Shreveport, III	—	—	27.9	26.6
Tulane U, I	64.6	48.4	38.7	29.3
U of Southwestern La, IIA	47.7	37.8	33.9	24.9
Xavier U, IIA	37.4	33.2	28.9	22.7
MAINE				
Bates C, IIB	56.6	42.2	33.7	31.9
Bowdoin C, IIB	61.0	44.5	35.8	31.0
Colby C, IIB	59.9	45.1	34.3	—
Saint Joseph's C, IIB	—	29.0	25.5	
U of Maine Sys U of Maine, I	54.3	41.4	35.8	23.9
Augusta, III	40.8	33.9	29.3	—
Farmington, IIB	44.7	34.4	28.3	—
Fort Kent, IIB	41.3	33.0	30.0	
Machias, IIB	43.4	35.8	26.8	
Presque Isle, IIB	42.3	34.4	30.0	—
U of Southern Maine, IIA	53.7	41.7	35.8	—
MARYLAND				
Allegany CC, III	40.0	33.6	28.1	24.7
Anne Arundel CC, III	51.0	43.2	33.6	29.5
Capitol C, IIB	—	—	27.6	
Catonsville CC, III	49.6	40.9	33.5	26.3
Cecil CC, III	40.7	37.5	31.4	24.3
Charles County CC, III	44.5	36.5	31.5	24.1
Chesapeake C, III	40.8	35.4	31.4	26.5
C of Notre Dame of Md, IIB	40.5	34.3	29.0	23.0
Columbia Union C, IIB	28.0	25.2	25.9	23.4
Dundalk CC, III	46.7	39.5	31.8	26.5
Essex CC, III	49.3	40.9	33.6	26.6
Frederick CC, III	47.2	39.4	32.4	—
Garrett CC, III	—	—	23.8	
Goucher C, IIB	48.3	37.0	30.5	—
Hagerstown JC, III	42.3	34.9	28.3	—
Harford CC, III	49.4	43.7	36.5	27.1
Hood C, IIA	52.4	40.9	33.6	—
Howard CC, III	50.9	40.8	34.4	28.5
Johns Hopkins U, I	73.3	50.7	40.3	35.1
Loyola C in Md, IIA	52.6	45.1	36.5	25.1
Montgomery C Germantown, III	49.0	39.6	34.2	—
Rockville, III	50.3	39.6	36.0	—
Takoma Park, III	50.5	37.9	34.8	—
Morgan St U, IIA	55.0	45.9	39.4	27.3
Mount Saint Mary's C and Sem, IIB	44.5	36.6	28.4	22.7
New CC of Baltimore, III	40.6	34.6	30.2	26.0
Prince George's CC, III	50.7	42.9	34.4	29.6
Saint Mary's C of Md, IIB	48.9	42.9	31.4	26.4
U of Maryland Sys Baltimore, I	71.5	53.3	40.9	32.0
Baltimore County, I	64.8	45.3	39.1	28.2
C Park, I	69.1	48.6	40.7	27.9
MARYLAND—Continued				
U of Maryland Sys, cont. Eastern Shore, IIA	51.4	46.1	38.9	34.0
Bowie St U, IIA	52.1	42.9	36.3	34.1
Coppin St C, IIB	54.7	43.2	36.8	—
Frostburg St U, IIA	51.4	43.1	36.7	32.1
Salisbury St U, IIA	54.2	44.7	36.1	30.1
Towson St U, IIA	53.9	45.3	38.3	30.6
U of Baltimore, IIA	64.1	55.6	43.2	
U S Naval Acad, IIB	52.3	40.7	33.7	26.2
Washington Bible C, IIB	—	22.6	—	
Washington C, IIB	47.4	39.2	32.5	
Western Maryland C, IIB	47.4	39.4	31.1	—
Wor-Wic Tech CC, III	—	34.7	34.4	27.2
MASSACHUSETTS				
Amherst C, IIB	65.7	45.8	37.7	
Andover Newton Theol Sch, IIA	38.0	—	—	—
Anna Maria C, IIB	—	35.5	30.0	—
Assumption C, IIB	45.2	37.9	30.5	24.7
Babson C, IIA	73.4	55.4	47.5	44.3
Bay Path C, III	—	31.3	26.0	—
Bentley C, IIA	64.9	55.0	43.9	36.7
Berklee C of Music, IIB	44.3	36.8	29.4	24.8
Boston C, I	65.4	48.9	43.1	35.9
Bradford C, IIB	—	34.1	27.9	25.6
Brandeis U, I	63.6	45.5	37.6	—
Clark U, IIA	63.2	45.0	38.3	
C of the Holy Cross, IIB	61.1	44.9	36.0	32.7
Emerson C, IIA	65.5	47.8	36.7	—
Emmanuel C, IIB	44.4	39.4	31.7	—
Endicott C, IIB	34.2	30.4	28.7	25.6
Gordon C, IIB	39.5	32.5	28.4	—
Gordon-Conwell Theol Sem, IIA	44.5	35.7		
Hampshire C, IIB	51.1	42.0	33.7	
Harvard U, I	89.6	50.0	46.9	32.8
Lasell C, III	—	—	29.1	—
Mass Bd of Regents Sys Southeastern Mass U, IIA	50.4	42.6	36.7	—
U of Lowell, IIA	59.0	46.9	39.9	28.8
U of Mass Amherst, I	62.4	48.1	37.7	—
U of Mass Boston, IIA	58.9	48.5	38.8	—
Bridgewater St C, IIA	46.8	37.8	35.5	—
Fitchburg St C, IIA	46.5	38.4	34.0	—
Mass Maritime Acad, IIB	44.7	39.8	—	
Salem St C, IIA	48.1	39.5	33.5	—
Westfield St C, IIA	46.7	38.7	34.2	
Greenfield CC, III	38.8	—	29.2	—
Middlesex CC, III	37.6	31.6	29.1	28.0
North Shore CC, III	41.0	33.2	29.0	28.7
Massachusetts Inst of Tech, I	79.8	56.8	46.8	29.4
Merrimack C, IIB	49.4	37.8	31.3	
Mount Holyoke C, IIB	64.1	44.6	35.4	—
New England Sch of Law, IIA	57.4	—	—	—
Northeastern U, I	65.6	50.6	44.5	—
Pine Manor C, IIB	44.0	34.5	28.1	
Regis C, IIB	46.2	38.6	31.1	
Simmons C, IIA	56.6	45.3	34.4	31.4
Smith C, IIA	64.8	45.7	36.2	30.6
Springfield C, IIA	47.3	37.6	27.0	24.3
Stonehill C, IIB	45.3	38.7	31.9	
Suffolk U, IIA	63.9	46.4	43.9	30.2
Tufts U, I	67.3	49.1	41.1	35.0
Wellesley C, IIB	62.9	46.2	37.5	—
Western New England C, IIA	59.0	43.6	41.9	30.8
Wheaton C, IIB	57.5	42.9	32.1	—
Wheelock C, IIA	48.7	38.6	33.3	—
Williams C, IIB	64.3	45.0	37.0	
Worcester Polytech Inst, IIA	61.4	48.0	42.9	
MICHIGAN				
Adrian C, IIB	41.7	32.5	27.9	—
Albion C, IIB	47.6	39.1	31.2	28.7
Alma C, IIB	46.3	36.3	30.7	26.6
Aquinas C, IIB	37.8	30.5	24.6	
Calvin C, IIB	41.2	38.8	32.6	26.5
Ctr for Creative Studies, IIB	36.1	29.5	20.4	—
Central Michigan U, IIA	52.2	43.7	35.2	28.1
Concordia C, IIB	31.5	22.9	23.6	—
Delta C, III	48.7	43.0	37.9	30.8
Eastern Michigan U, IIA	50.5	41.0	35.0	29.8
Ferris St U, IIA	44.1	38.2	34.2	31.5
GMI Engineering & Management Inst, IIB	51.0	42.5	37.5	—
Gogebic CC, III		34.8	—	—
Grand Rapids Baptist C, IIB	30.7	25.3	22.3	—
Grand Valley St U, IIA	48.9	41.5	32.6	27.0
Hope C, IIB	45.5	36.9	30.4	
Jackson CC, III	44.7	40.5	36.7	32.0
Kalamazoo C, IIB	48.2	38.3	31.4	—
Lake Superior St U, IIB	42.8	38.1	32.1	25.4
Lansing CC, III	41.5	38.2	33.9	31.2
Madonna C, IIB	39.5	34.0	29.6	26.2
Marygrove C, IIB	36.0	31.1	23.5	—
Mercy C of Detroit, IIB	34.4	30.9	26.2	23.2
Michigan St U, I	60.5	46.1	37.4	27.4
Michigan Tech U, IIA	61.2	43.9	37.7	26.2
Monroe County CC, III	48.8	46.6	42.5	—
Nazareth C, IIB	33.8	29.4	25.6	
Northern Michigan U, IIA	47.3	40.0	29.3	24.9
Oakland U, IIA	53.9	45.2	37.6	35.2
Olivet C, IIB	34.3	—	24.6	—
Reformed Bible C, IIB	28.3	—		
Sacred Heart Major Sem, IIB	—	—	21.7	—
Saginaw Valley St U, IIA	45.1	38.4	32.2	25.6
Siena Heights C, IIB	—	31.1	27.5	—
Spring Arbor C, IIB	33.1	29.4	25.6	—
Thomas M Cooley Law Sch, IIB	78.8	61.5	40.8	
U of Michigan Ann Arbor, I	70.7	52.1	43.8	—
Dearborn, IIA	50.5	41.2	36.4	
Flint, IIA	50.7	41.9	34.7	—
Wayne St U, I	61.8	46.7	41.4	—
Western Michigan U, I	51.2	41.8	34.6	22.9
Western Theol Sem, IIA	38.0	—	—	—
MINNESOTA				
Augsburg C, IIB	39.5	32.7	28.5	—
Bethel C, IIB	37.0	30.7	26.8	22.9
Carleton C, IIB	55.8	43.5	35.7	30.1
C of Saint Benedict, IIB	41.8	34.8	28.5	24.7
C of Saint Catherine, IIB	37.7	33.8	28.3	22.5
C of Saint Scholastica, IIB	43.9	35.5	29.7	27.7
Concordia C-Moorhead, IIB	45.8	37.9	31.2	27.4
Concordia C-St Paul, IIB	37.6	33.5	29.5	—
Gustavus Adolphus C, IIB	44.4	37.3	30.7	25.8
Hamline U, IIA	48.5	41.9	30.6	32.5
Macalester C, IIB	56.7	42.4	34.1	29.5
Minneapolis C of Art and Design, IIB	37.6	31.1	25.8	—
Northwestern C, IIB	34.7	30.4	27.9	
Northwestern C of Chiropractic, IIB		31.8	29.0	—
Saint John's U, IIB	47.4	39.2	31.7	26.9
Saint Mary's C of Minn, IIA	43.6	35.1	26.1	—
Saint Olaf C, IIB	50.0	38.6	32.4	27.2
St U Sys of Minnesota Bemidji St U, IIA	49.8	37.7	33.8	24.1
MINNESOTA—Continued				
St U Sys of Minnesota, cont. Mankato St U, IIA	50.7	42.2	34.1	25.5
Metropolitan St U, IIB	46.0	41.0	34.4	
Saint Cloud St U, IIA	50.2	40.8	33.8	26.8
Southwest St U, IIB	49.5	40.3	34.9	23.0
Winona St U, IIB	50.3	41.5	33.9	24.8
United Theol Sem of the Twin Cities, IIA	31.9	—	—	
U of Minnesota Twin Cities, I	62.6	46.1	40.0	33.6
Duluth, IIA	51.0	40.7	34.0	28.4
Morris, IIB	50.0	37.7	32.0	27.0
Crookston, III	—	39.3	33.1	26.7
Waseca, III	—	40.1	35.3	29.1
U of Saint Thomas, IIA	52.1	38.9	33.7	29.6
MISSISSIPPI				
Alcorn St U, IIB	32.5	27.2	26.3	19.7
Belhaven C, IIB	30.5	25.9	24.4	
Delta St U, IIA	35.7	29.1	25.6	21.3
Jackson St U, IIA	35.7	32.8	28.3	22.3
Millsaps C, IIB	45.3	35.1	31.1	—
Mississippi St U, I	47.4	37.9	33.8	21.6
Mississippi U for Women, IIA	33.6	28.9	26.2	23.1
Mississippi Valley St U, IIB	30.7	27.2	23.5	21.4
Reformed Theol Sem, IIA	45.8	42.4	—	
Rust C, IIB	—	23.4	21.7	19.2
Tougaloo C, IIB	26.2	22.2	22.3	19.6
U of Mississippi, I	47.9	36.6	33.3	23.4
U of Southern Mississippi, I	50.7	38.5	32.3	23.5
William Carey C, IIB	29.3	24.6	23.3	—
MISSOURI				
Assemblies of God Theol Sem, IIA	36.3	—	—	
Avila C, IIB	33.1	29.8	26.9	25.4
Central Bible C, IIB	34.5	27.5	24.9	20.8
Central Christian C of the Bible, IIB	27.4			
Central Methodist C, IIB	37.5	29.6	26.8	21.4
Central Missouri St U, IIA	47.2	39.9	34.0	24.8
C of the Ozarks, IIB	40.5	34.0	31.1	
Columbia C, IIB	33.8	29.3	25.4	22.2
Concordia Sem, IIA	32.8	28.1	24.9	
Cottey C, III	34.9	29.3	25.0	—
Culver-Stockton C, IIB	39.4	31.5	26.1	—
Drury C, IIB	40.0	33.6	27.7	—
Fontbonne C, IIB	31.3	25.4	21.4	20.3
Hannibal-LaGrange C, III	—	25.3	23.9	—
Harris-Stowe St C, IIB	34.7	28.4	28.7	25.8
Kansas City Art Inst, IIB	37.1	33.2	26.1	
Lincoln U, IIA	38.9	32.1	29.1	24.0
Lindenwood C, IIA	34.9	31.5	25.9	25.5
Logan C of Chiropractic, IIB	—	32.8	32.2	23.2
Maryville C, IIB	39.3	31.4	26.7	23.5
Missouri Baptist C, IIB	—	21.4	22.4	21.6
Missouri Southern St C, IIB	46.1	37.9	31.5	27.3
Missouri Valley C, IIB	—	29.8	24.9	21.1
Missouri Western St C, IIB	43.5	36.5	30.5	25.0
Nazarene Theol Sem, IIA	33.3	—	—	
Northeast Missouri St U, IIA	49.1	38.6	32.6	27.3
Northwest Missouri St U, IIA	46.5	37.1	30.8	24.4
Rockhurst C, IIB	44.7	37.4	30.8	26.0
St Louis C of Pharmacy, IIB	45.5	42.1	35.9	—
St Louis CC Florissant, III	47.6	41.2	35.6	—
Forest Park, III	47.4	41.9	34.0	29.9
Meramec, III	47.8	40.4	34.0	29.2
Saint Louis U, I	55.0	40.3	35.5	28.6
Southeast Missouri St U, IIA	44.2	38.1	32.9	26.4
Southwest Missouri St U, IIA	48.9	41.2	34.9	25.6
Tarkio C, IIB	—	—	24.5	—
U of Missouri Columbia, I	52.4	39.7	36.2	25.3
Kansas City, I	49.9	39.6	34.2	27.0
Rolla, I	55.4	43.3	39.4	
St Louis, I	52.8	40.8	35.6	41.9
Washington U, I	68.3	48.3	41.2	33.9
Webster U, IIA	46.0	35.5	27.5	—
Westminster C, IIB	39.2	33.4	27.6	—
William Jewell C, IIB	37.9	30.4	27.0	—
William Woods C, IIB	31.1	23.0	23.0	20.8
MONTANA				
Carroll C, IIB	36.8	30.4	26.3	
C of Great Falls, IIB	28.5	24.3	22.4	—
Montana U Sys Eastern Montana C, IIB	37.3	32.2	27.2	24.7
Montana C of Mineral Science and Tech, IIA	41.5	35.5	29.5	23.2
Montana St U, I	43.0	35.0	31.4	24.2
Northern Montana C, IIA	36.3	32.0	27.6	23.6
U of Montana, I	39.6	32.7	30.7	21.5
Western Montana C, IIA	36.6	29.4	27.2	22.7
Rocky Mountain C, IIB	32.6	28.1	20.6	
NEBRASKA				
Bellevue C, IIB	—	28.8	23.9	—
Bishop Clarkson C, IIB	—	36.9	33.1	30.6
Chadron St C, IIA	45.1	36.6	31.8	22.7
C of Saint Mary, IIB	—	28.7	26.9	22.9
Concordia Teachers C, IIB	30.0	28.0	23.5	—
Creighton U, IIA	55.5	41.1	32.0	21.5
Dana C, IIB	28.8	26.5	24.9	21.7
Doane C, IIB	38.2	32.6	28.5	—
Hastings C, IIB	35.0	30.9	25.6	21.3

NEW YORK—Continued

	Prof	Assoc Prof	Asst Prof	Inst
St U of New York, cont.				
C of Tech at Morrisville, III	48.5	39.5	31.8	—
Adirondack CC, III	43.5	34.5	28.9	24.4
Broome CC, III	47.9	39.1	33.1	32.0
Cayuga County CC, III	38.9	30.0	26.4	—
Columbia-Greene CC, III	46.1	38.2	32.0	—
CC of the Finger Lakes, III	44.1	36.5	29.6	25.6
Corning CC, III	46.1	33.2	27.5	21.7
Dutchess CC, III	49.7	42.9	33.5	26.8
Erie CC				
City, III	43.1	36.0	31.4	24.9
North, III	43.5	37.3	32.3	23.7
South, III	43.2	37.3	32.1	24.4
Fulton-Montgomery CC, III	44.9	39.1	29.4	23.4
Genesee CC, III	38.2	31.1	—	22.8
Herkimer County CC, III	43.5	36.2	27.3	22.8
Jamestown CC, III	44.6	36.0	30.7	26.5
Monroe CC, III	51.4	42.4	36.4	29.7
Nassau CC, III	66.3	52.4	45.7	39.1
Niagara County CC, III	46.9	39.4	32.7	27.1
North Country CC, III	—	34.8	29.8	24.2
Onondaga CC, III	46.4	39.0	32.6	26.4
Orange County CC, III	51.3	43.3	36.2	28.3
Suffolk County CC				
Ammerman, III	57.3	43.4	34.4	30.0
Eastern, III	52.2	40.6	—	—
Western, III	51.3	41.8	36.5	31.6
Sullivan County CC, III	41.5	35.6	29.9	—
Ulster County CC, III	41.0	34.1	28.5	25.9
Westchester CC, III	65.4	57.9	48.4	—
Syracuse U, I	61.2	43.9	36.8	31.2
Utica C, IIB	44.3	36.5	29.6	—
Trocaire C, III	—	—	23.0	19.9
Union C, IIA	59.2	45.8	35.8	30.7
Union Theol Sem, IIA	33.3	—	—	—
U S Merchant Marine Acad, IIB	50.5	41.4	36.6	—
U of Rochester, I	70.3	49.1	42.5	27.8
Vassar C, IIB	59.7	43.5	35.4	—
Villa Maria C of Buffalo, III		27.6	—	18.8
Wagner C, IIB	42.5	33.9	29.1	24.6
Wells C, IIB	41.1	33.5	27.9	

NORTH CAROLINA

Barber-Scotia C, IIB	—	23.9	22.8	24.1
Barton C, IIB	31.3	26.9	25.6	22.8
Bennett C, IIB	27.8	29.4	25.8	21.3
Brevard C, III	28.1	24.9	—	20.3
Catawba C, IIB	35.8	31.7	24.9	—
Davidson C, IIB	52.5	40.2	31.6	—
Duke U, I	75.8	51.8	43.5	—
Elon C, IIB	40.7	35.4	30.1	24.1
Gardner-Webb C, IIB	30.2	26.8	24.4	21.1
Greensboro C, IIB	34.9	33.3	28.3	—
Guilford C, IIB	43.2	35.5	31.1	—
High Point C, IIB	40.6	34.0	27.5	
Johnson C Smith U, IIB	34.5	29.3	24.6	22.7
Lees-McRae C, III	—	23.2	19.3	—
Lenoir-Rhyne C, IIB	36.5	32.1	28.4	—
Livingstone C, IIB	—	25.2	22.4	20.6
Louisburg C, III	31.4	27.7	24.1	21.4
Mars Hill C, IIB	32.3	27.9	23.0	18.5
Meredith C, IIB	39.8	34.4	30.4	26.6
Methodist C, IIB	30.7	28.6	25.5	—
Montreat-Anderson C, IIB	27.0			
NC Wesleyan C, IIB	36.0	29.1	27.6	—
Peace C, III	34.9	29.6	25.7	
Pfeiffer C, IIB	33.3	28.9	25.1	—
Queens C, IIB	41.9	34.4	27.9	23.3
Saint Andrews Presbyterian C, IIB	35.0	29.3	25.5	—
Saint Augustine's C, IIB	28.2	28.5	23.1	22.8
Saint Mary's C, III	32.5	26.4	23.8	—
Salem C, IIB	36.1	30.2	25.1	—
Southeastern Baptist Theol Sem, IIA	31.5	—	—	
Shaw U, IIB	—	28.2	23.1	22.0
U of North Carolina Sys				
Asheville, IIB	52.5	44.0	34.5	—
Chapel Hill, I	65.8	47.3	38.1	37.9
Charlotte, IIA	53.2	43.8	37.0	
Greensboro, I	59.1	42.8	36.5	33.8
Wilmington, IIB	50.9	41.6	34.6	
Appalachian St U, IIA	47.5	40.1	35.5	27.4
East Carolina U, IIA	53.1	41.4	35.7	32.0
Elizabeth City St U, IIB	45.2	39.0	33.5	—
Fayetteville St U, IIB	50.5	41.4	34.6	—
NC A&T St U, IIA	50.4	42.1	38.1	28.9
NC Central U, IIA	52.1	42.9	36.2	33.4
NC Sch of the Arts, IIB				38.1
North Carolina St U, I	64.4	46.2	38.5	30.2
Pembroke St U, IIB	51.7	40.3	33.6	—
Western Carolina U, IIA	49.4	42.2	34.3	
Winston-Salem St U, IIB	45.2	39.7	34.5	27.5
Western Carolina U, IIA	49.4	42.2	34.3	
Wake Forest U, IIA	58.1	45.7	35.5	27.6
Wingate C, IIB	34.3	28.5	24.6	22.6

NORTH DAKOTA

Jamestown C, IIB	33.6	28.3	23.7	21.8
North Dakota U Sys				
U of North Dakota main, I	43.9	36.5	32.0	24.6
North Dakota St U, IIA	44.5	37.0	32.1	23.0
Dickinson St U, IIB	35.0	31.7	27.6	25.3
Mayville St U, IIB	38.2	32.9	29.0	—
Minot St U, IIA	42.8	35.5	30.9	26.3
Valley City St U, IIB	34.9	32.4	26.7	—
Bismarck St C, III		33.4	29.4	—
U of ND Williston, III			—	29.6
Standing Rock C, III		—		19.8

OHIO

Air Force Inst of Tech, IIA	54.2	44.4	38.2	—
Antioch U, IIA	38.8	32.3	26.1	—
Ashland U, IIB	38.9	33.3	28.7	21.6
Baldwin-Wallace C, IIB	45.6	38.0	31.2	—
Bluffton C, IIB	31.5	27.5	24.9	—
Bowling Green St U, I	58.5	45.1	36.6	24.8
Capital U, IIA	46.2	34.3	29.2	25.0
Case Western Reserve U, I	65.1	46.2	39.3	30.8
Clark St CC, III	36.9	33.4	29.4	25.2
Cleveland St U, IIA	59.4	44.7	37.1	28.3
C of Mount Saint Joseph, IIB	39.3	36.1	29.7	25.3
C of Wooster, IIB	51.0	40.1	31.8	—
Columbus St CC, III	39.6	31.6	27.0	23.5
Cuyahoga CC Dist, III	50.7	46.4	39.7	32.4
Defiance C, IIB	34.4	29.9	26.3	—
Denison U, IIB	50.1	39.7	30.5	27.1
Edison St CC, III	33.9	31.7	29.1	—
Franciscan U Steubenville, IIB	37.7	30.1	25.4	—
Hebrew Union C, IIA	70.2	—	—	—
Heidelberg C, IIB	35.1	29.5	26.1	21.4
Hiram C, IIB	41.1	33.3	28.3	22.9
Jefferson Tech C, III	—	37.2	30.7	25.7
John Carroll U, IIA	49.2	40.6	33.6	27.9
Kent St U				
Main, I	60.0	45.0	35.7	24.6
Ashtabula, III	—	44.8	33.6	—
East Liverpool, III			—	33.0

OHIO—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Kent St U, cont.				
Salem, III	—	—	30.9	—
Stark, III	—	45.6	34.5	—
Trumbull, III	—	45.0	30.9	—
Tuscarawas, III	—	44.1	34.0	—
Kenyon C, IIB	53.2	42.0	32.6	30.2
Kettering C of Medical Arts, III	31.8	29.3	26.7	26.0
Lorain County CC, III	47.5	42.2	32.8	29.3
Lourdes C, IIB		—	24.3	21.8
Malone C, IIB	36.0	31.2	26.8	24.5
Marietta C, IIB	41.2	34.8	28.1	—
Methodist Theol Sch in Ohio, IIB	37.0	—	—	
Miami U				
Hamilton, III	—	45.4	35.4	27.3
Middletown, III	49.5	45.9	37.3	25.9
Oxford, I	59.7	44.9	36.8	28.9
Mount Union C, IIB	42.5	34.4	29.8	26.3
Mount Vernon Nazarene C, IIB	33.0	29.3	25.9	—
Muskingum Area Tech C, III	—	32.6	29.4	25.7
Muskingum C, IIB	41.9	35.1	28.3	—
North Central Tech C, III	—	29.1	27.3	—
Notre Dame C of Ohio, IIB	—	27.3	23.3	—
Oberlin C, IIB	54.0	40.7	35.9	—
Ohio Dominican C, IIB	40.2	33.5	27.8	—
Ohio Northern U, IIB	44.9	36.2	30.9	25.8
Ohio St U				
Main, I	66.2	47.6	40.0	30.5
Ag Tech Inst, IIB		37.4	32.3	29.2
Lima, IIB		42.8	34.2	—
Mansfield, IIB	—	38.4	32.6	—
Marion, IIB	—	40.2	32.3	—
Newark, IIB	—	40.5	34.9	—
Ohio U				
Athens, I	58.9	45.2	36.7	30.8
Belmont, III	—	—	37.9	—
Chillicothe, III	—	39.0	33.2	
Lancaster, III	—	41.3	31.8	—
Zanesville, III	—	41.9	33.0	29.2
Ohio Wesleyan U, IIB	45.8	33.9	30.6	
Otterbein C, IIB	40.6	35.1	28.4	26.3
Shawnee St U, IIB	43.0	40.5	32.2	27.4
Sinclair CC, III	40.6	33.0	28.4	25.9
Tiffin U, IIB	—	34.7	28.6	—
Trinity Lutheran Sem, IIA	33.7	—	—	
U of Akron				
Main, I	57.4	43.3	37.4	32.2
Wayne C, III	—	—	31.5	—
U of Cincinnati				
Main, I	64.1	46.9	37.5	28.4
Clermont C, III	—	41.9	30.5	—
Raymond Walters C, III	49.8	40.8	29.5	22.1
U of Dayton, IIA	51.8	42.8	34.2	22.8
U of Findlay, IIB	36.9	32.0	26.5	23.6
U of Rio Grande, IIB	38.3	33.9	28.4	25.4
U of Toledo, I	57.4	43.8	35.9	27.5
Ursuline C, IIB	32.4	27.5	23.2	22.0
Walsh C, IIB	36.4	29.9	24.8	—
Wilmington C, IIB	34.3	30.6	25.7	—
Wittenberg U, IIB	51.3	40.1	32.0	28.0
Wright St U				
Main, IIA	59.0	44.6	37.5	25.4
Lake, III	—	—	32.8	—
Xavier U, IIA	49.0	40.2	35.4	23.7
Youngstown St U, IIA	56.5	44.4	34.9	28.5

OKLAHOMA

Cameron U, IIB	39.8	33.3	30.4	23.5
Central St U, IIA	46.0	41.1	36.9	31.1
East Central U, IIB	41.4	37.2	33.4	26.8
Oklahoma Baptist U, IIB	35.8	30.7	25.2	—
Oklahoma Christian U of Science and Arts, IIB	38.8	34.0	28.2	24.3
Okla Panhandle St U, IIB	39.0	33.8	31.2	26.7
Oklahoma St U				
Stillwater, I	51.9	40.0	34.9	27.5
Tech Branch Okla City, III	39.6	33.8	30.3	26.2
Phillips U, IIB	30.1	26.3	23.4	—
Southeastern Okla St U, IIA	41.2	37.2	31.6	25.5
U of Oklahoma, I	53.3	40.8	33.2	22.5
U of Science and Arts of Oklahoma, IIB	41.3	36.6	33.6	28.1
U of Tulsa, IIA	58.3	40.8	35.0	26.0

OREGON

Central Oregon CC, III	41.4	37.6	32.2	27.2
George Fox C, IIB	32.5	29.6	23.9	—
Lewis and Clark C, IIA	48.7	36.9	28.6	27.6
Linfield C, IIB	38.8	30.3	26.1	—
Multnomah Sch of Bible, IIB	23.2	—	—	—
Oregon St Sys of Higher Ed				
Eastern Oregon St C, IIB	40.5	34.0	28.3	21.8
Oregon Inst of Tech, IIB	42.4	36.3	31.5	26.9
Oregon St U, I	49.1	39.4	33.6	24.4
Portland St U, I	45.3	35.5	31.3	23.7
Southern Oregon St C, IIA	39.6	32.9	27.4	25.9
U of Oregon, I	49.2	37.8	31.7	25.1
Western Oregon St C, IIA	37.2	32.7	27.3	—
Pacific U, IIB	41.3	34.4	28.7	—
Reed C, IIB	54.2	40.6	33.3	—
Southwestern Oregon CC, III	35.0	32.8	28.0	
U of Portland, IIA	45.3	38.2	32.3	
Western States Chiropractic C, IIA	—	30.8	28.3	—
Willamette U, IIB	52.5	38.4	34.7	

PENNSYLVANIA

Acad of the New Church, IIB	—	—	37.0	—
Albright C, IIB	45.6	36.5	32.1	29.1
Allegheny C, IIB	53.1	39.7	32.3	25.7
Allentown C of Saint Francis De Sales, IIB	—	34.7	31.0	25.3
Alvernia C, IIB	30.4	—	23.3	21.5
American C, III	51.4	—	42.2	
Beaver C, IIA	46.3	34.8	29.4	26.0
Bryn Mawr C, IIA	56.3	45.3	36.1	25.4
Bucknell U, IIA	60.2	44.0	37.9	
Bucks County CC, III	45.8	40.0	27.6	—
Butler County CC, III	42.1	36.8	29.5	26.1
Cabrini C, IIB	42.8	—	32.8	—
Carlow C, IIB	40.4	30.0	24.1	—
Carnegie Mellon U, I	76.1	51.1	46.1	—
Cedar Crest C, IIB	39.9	33.6	27.2	—
Chatham C, IIB	45.7	37.5	30.0	—
Chestnut Hill C, IIB		—	26.4	23.8	20.2
C Misericordia, IIB	36.8	31.9	27.1	—
CC of Allegheny County, III	42.4	34.8	31.8	—
CC of Beaver County, III	36.8	34.9	30.0	25.2
Delaware Valley C, IIB	45.8	36.4	28.3	23.9
Dickinson C, IIB	56.1	42.1	33.0	28.5
Drexel U,	62.9	45.6	40.0	30.4
Duquesne U, IIA	47.0	37.3	31.7	25.1
Eastern Baptist Theol Sem, IIA	36.7	—		
Eastern C, IIB	35.1	25.7	31.7	—
Elizabethtown C, IIB	48.4	39.9	32.1	—
Franklin and Marshall C, IIB	60.0	45.0	33.9	30.9
Gannon U, IIA	41.3	34.8	30.2	24.3

PENNSYLVANIA—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Geneva C, IIB	35.7	30.7	26.2	
Gettysburg C, IIB	57.1	42.6	34.2	30.6
Harcum JC, III	—	26.7	24.6	20.1
Harrisburg Area CC, III	46.5	35.8	30.7	26.5
Haverford C, IIB	59.6	45.9	34.8	—
Holy Family C, IIB	38.7	32.8	28.1	25.6
Immaculata C, IIB	39.4	36.3	—	—
Juniata C, IIB	42.5	33.8	28.7	—
Keystone JC, III	34.6	30.3	24.9	20.4
King's C, IIB	42.8	36.3	29.6	
Lafayette C, IIB	59.9	47.6	37.1	33.4
Lancaster Bible C, IIB	—	—	19.4	—
Lancaster Theol Sem, IIA	35.6		—	
La Roche C, IIB	39.9	32.8	27.9	
La Salle U, IIB	52.8	43.9	36.5	31.1
Lebanon Valley C, IIB	40.6	33.0	31.0	—
Lehigh County CC, III	45.3	38.4	33.9	—
Lehigh U, I	70.3	51.0	42.9	—
Lincoln U, IIB	42.7	32.8	29.1	26.8
Lutheran Theol Sem Gettysburg, IIA	29.8	—	—	—
Lutheran Theol Sem Philadelphia, IIA	42.2	—	—	—
Lycoming C, IIB	43.1	37.7	31.0	25.4
Manor JC, III	—	—	17.7	
Marywood C, IIA	41.2	35.4	29.4	—
Mercyhurst C, IIB	37.7	32.3	27.9	23.7
Messiah C, IIB	41.5	35.5	31.3	27.6
Montgomery County CC, III	47.3	40.2	32.5	26.5
Moravian C, IIB	45.9	37.9	33.1	—
Mount Aloysius JC, III	—	—	26.7	22.3
Muhlenberg C, IIB	52.9	41.1	32.9	25.8
Neumann C, IIB	—	28.6	27.2	—
Northampton CC, III	41.4	36.2	29.5	21.1
Peirce JC, III	34.9	28.7	—	—
Pa C of Optometry, IIA	—	41.0	30.3	—
Pennsylvania C of Podiatric Medicine, IIB	49.5	38.5	34.8	—
Pennsylvania C of Tech, III	43.1	40.2	36.3	31.8
Pa St Sys of Higher Ed				
Clarion U of Pa, IIA	54.3	45.2	35.6	29.3
E Stroudsburg U of Pa, IIA	55.8	44.3	34.3	28.0
Edinboro U of Pa, IIA	54.8	44.7	33.9	26.1
Indiana U of Pa, IIA	52.0	41.2	32.2	23.0
Mansfield U of Pa, IIA	51.9	40.4	33.8	27.8
Millersville U of Pa, IIA	54.4	44.0	35.2	26.7
Shippensburg U of Pa, IIA	54.2	43.2	35.3	27.7
Pennsylvania St U				
Main, I	65.1	46.3	38.2	24.6
IIA campuses	55.3	46.6	40.4	33.8
III campuses	50.5	39.6	33.6	27.5
Philadelphia C of the Bible, IIB	22.7	—	20.7	—
Philadelphia C of Pharmacy & Science, IIB	52.6	38.6	33.8	27.6
Philadelphia C of Textiles & Science, IIB	50.6	39.9	35.0	—
Pittsburgh Theol Sem, IIA	48.2	—	—	
Point Park C, IIB	36.8	30.1	26.4	—
Reading Area CC, III	35.1	—	—	25.3
Robert Morris C, IIB	46.2	38.3	33.1	26.4
Rosemont C, IIB	41.7	36.6	37.7	—
Saint Francis C, IIB	40.6	34.2	27.5	—
Saint Joseph's U, IIA	53.2	43.8	38.2	—
Saint Vincent C, IIB	41.6	34.4	28.3	24.7
Seton Hill C, IIB	42.1	30.5	25.9	—
Susquehanna U, IIB	48.1	37.1	34.2	27.4
Swarthmore C, IIB	62.6	45.3	35.8	30.4
Temple U, I	59.8	47.3	37.9	30.4
Thiel C, IIB	36.8	30.1	25.3	—
Thomas Jefferson U, IIB	—	42.0	34.0	29.5
U of the Arts, IIB	37.8	32.9	26.1	
U of Pennsylvania, I	77.4	55.2	46.4	
U of Pittsburgh Main, I	63.8	45.9	37.9	25.8
Bradford, IIB	41.9	37.4	30.5	23.1
Greensburg, IIB	42.0	35.2	28.6	22.6
Johnstown, IIB	48.0	39.1	30.1	26.5
Titusville, III		34.3	26.0	22.3
U of Scranton, IIA	47.2	39.7	36.6	31.9
Ursinus C, IIB	46.6	37.6	31.7	—
Valley Forge Christian C, IIB	—	25.8	23.8	—
Villanova U, IIA	62.0	46.6	38.0	26.2
Washington and Jefferson C, IIB	47.6	41.8	33.2	28.0
Waynesburg C, IIB	35.3	31.6	25.4	25.1
Westminster C, IIB	43.7	34.9	29.2	26.3
Westminster Theol Sem, IIA	35.0	—	—	
Westmoreland County CC, III	39.5	37.2	32.3	23.9
Widener U, IIA	58.1	48.4	37.4	30.0
Wilkes U, IIA	44.0	37.2	30.8	
Wilson C, IIB	—	29.1	25.1	—
York C of Pennsylvania, IIB	52.5	45.1	35.3	—

RHODE ISLAND

Brown U, I	67.0	46.1	39.3	—
Bryant C, IIB	56.7	51.7	41.4	
CC of Rhode Island, III	42.8	34.1	29.0	—
New England Inst of Tech, III		—	30.4	27.9
Providence C, IIA	52.1	43.5	34.8	29.6
Rhode Island C, IIA	48.9	41.1	34.8	28.7
RI Sch of Design, IIB	49.6	38.3	31.1	
Salve Regina C, IIA	45.5	38.1	30.5	26.3
U of Rhode Island, I	57.4	44.2	37.8	—

SOUTH CAROLINA

Baptist C at Charleston, IIB	36.4	32.7	27.3	—
Benedict C, IIB	30.8	25.8	24.1	20.3
Central Wesleyan C, IIB	26.5	24.6	19.8	
Citadel Military C of SC, IIA	48.9	40.2	32.3	25.1
Claflin C, IIB	23.9	24.2	23.9	20.2
Clemson U, I	53.8	40.5	35.2	22.3
Coker C, IIB	35.8	30.5	27.6	—
Columbia C, IIB	37.7	32.1	29.0	25.6
Converse C, IIB	39.9	34.9	29.0	—
Erskine C, IIB	35.4	—	25.9	—
Francis Marion C, IIB	45.3	36.5	29.8	23.2
Furman U, IIB	49.6	37.1	30.4	26.1
Lander C, IIB	44.5	38.2	32.3	26.3
Limestone C, IIB	24.8	24.8	22.1	—
Lutheran Theol Southern Sem, IIB	24.7	—	—	
Morris C, IIB	31.2	25.6	22.1	—
Newberry C, IIB	32.8	27.2	23.1	—
North Greenville C, III	—	—	20.2	17.5
Presbyterian C, IIB	42.4	32.4	29.1	24.1
South Carolina St C, IIB	43.6	36.9	30.9	25.2
U of South Carolina				
Columbia, I	57.6	42.4	36.5	25.2
Aiken, IIB	44.7	36.8	31.0	24.1
Beaufort, III	—	32.9	—	—
Coastal Carolina, IIB	43.7	36.4	32.1	23.5
Lancaster, III	—	34.1	29.9	—
Salkehatchie, III	—	—	—	23.1
Spartanburg, IIB	42.3	36.3	29.2	26.7
Sumter, III	41.6	34.2	30.9	—
Voorhees C, IIB	35.8	—	25.2	19.1
Winthrop C, IIA	47.0	38.5	31.4	24.9
Wofford C, IIB	45.7	36.3	30.3	—

AAUP Rating Scale

Category I: Doctoral Institutions

	1+	1	2	3	4
Professor	$76,100	$69,400	$63,800	$58,100	$52,800
Associate professor	52,100	49,100	46,100	43,300	40,300
Assistant professor	43,500	40,400	38,600	36,800	34,700
Instructor	37,900	33,000	29,900	27,300	24,500

Category IIA: Comprehensive Institutions

	1+	1	2	3	4
Professor	$62,000	$55,800	$50,500	$46,400	$42,500
Associate professor	48,400	44,700	41,000	38,100	35,600
Assistant professor	40,300	37,000	34,400	32,400	30,200
Instructor	33,800	30,400	27,800	25,700	23,800

Category IIB: Baccalaureate Institutions

	1+	1	2	3	4
Professor	$57,100	$47,600	$42,600	$38,200	$33,800
Associate professor	43,900	38,600	35,100	32,400	29,100
Assistant professor	35,700	32,200	29,800	27,700	25,200
Instructor	30,900	27,400	25,400	23,500	21,500

Category III: 2-Year Institutions With Academic Ranks

	1+	1	2	3	4
Professor	$51,500	$47,700	$43,000	$39,600	$35,000
Associate professor	45,300	40,200	36,500	34,100	30,300
Assistant professor	37,000	33,600	31,400	29,400	26,600
Instructor	32,100	29,000	27,100	25,300	22,300

Category IV: 2-Year Institutions Without Academic Ranks

	1+	1	2	3	4
All	$48,100	$41,000	$33,900	$29,700	$26,800

Note: Scale is based on the distribution of 2,215 institutions by average salary for 1990-91, rounded to the nearest hundred dollars. Percentile rankings are as follows: 1+ = 95th percentile; 1 = 80th percentile; 2 = 60th percentile; 3 = 40th percentile; 4 = 20th percentile. An average salary of $65,000 for the rank of professor in Category I institutions would be rated 2 because it falls between the 60th percentile ($63,800) and the 80th percentile ($69,400).

SOUTH DAKOTA

	Prof	Assoc Prof	Asst Prof	Inst
Augustana C, IIB	37.9	33.2	27.4	24.8
Dakota Wesleyan U, IIB	—	28.1	23.8	23.7
Huron U, IIB	—	—	—	16.7
Mount Marty C, IIB	29.2	25.1	20.9	20.4
Sioux Falls C, IIB	30.0	25.8	25.1	22.0
SD St Bd of Regents Sys				
U of South Dakota, I	44.3	33.9	30.2	21.0
Black Hills St U, IIB	37.9	31.8	28.6	22.9
Dakota St U, IIB	41.5	33.4	31.5	24.1
Northern St U, IIA	40.2	32.3	27.0	22.0
SD Sch of Mines and Tech, IIA	43.3	36.1	33.6	25.2
South Dakota St U, IIA	38.7	33.4	29.8	24.5

TENNESSEE

Belmont C, IIB	42.8	32.9	28.3	25.3
Bethel C, IIB	26.2	22.4	24.5	—
Carson-Newman C, IIB	35.7	29.5	26.7	17.4
David Lipscomb U, IIB	42.5	34.8	29.3	24.6
Freed-Hardeman U, IIB	35.3	30.1	26.7	20.5
Lambuth C, IIB	28.7	24.8	23.8	—
Lane C, IIB	—	24.3	20.2	18.7
Maryville C, IIB	36.3	30.4	25.5	22.2
Milligan C, IIB	34.3	28.7	26.0	
Rhodes C, IIB	49.5	39.8	31.2	—
Southern C of Seventh-Day Adventists, IIB	24.7	23.5	22.1	—
St U and CC Sys of Tenn				
Austin Peay St U, IIA	43.8	33.4	28.5	22.3
East Tennessee St U, IIA	48.5	42.0	33.9	26.9
Memphis St U, I	53.0	42.4	35.5	22.1
Middle Tennessee St U, IIA	50.9	40.0	31.2	22.7
Tennessee St U, IIA	44.8	37.0	30.9	24.5
Tennessee Tech U, IIA	50.6	40.2	34.2	23.4
Chattanooga St Tech CC, III	40.8	37.1	31.6	25.9
Cleveland St CC, III	38.8	34.2	30.0	25.2
Columbia St CC, III	—	38.9	31.6	24.5
Dyersburg St CC, III	34.2	30.4	26.6	22.4
Jackson St CC, III	36.9	32.3	27.2	23.3
Motlow St CC, III	—	35.5	31.0	26.9
Nashville St Tech Inst, III	40.3	33.7	33.3	23.6
Northeast St Tech CC, III		32.6	29.9	24.0
Pellissippi St Tech CC, III	—	33.1	28.7	24.3
Roane St CC, III	39.9	32.5	26.0	22.7
Shelby St CC, III	36.8	29.4	25.2	22.3
St Tech Inst Memphis, III	41.0	33.5	28.7	23.8
Volunteer St CC, III	38.7	33.2	29.7	23.2
Walters St CC, III	42.3	36.0	30.4	25.8
Tennessee Wesleyan C, IIB	22.5	23.1	—	—
Tusculum C, IIB	28.2	—	23.8	
U of the South, IIB	49.0	35.1	30.4	—
U of Tennessee				
Knoxville, I

Average Faculty Salaries at 1,900 Institutions—Continued

VERMONT—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Vermont St C's Sys				
Castleton St C, IIB	39.2	33.7	28.0	—
Johnson St C, IIB	38.1	32.1	27.6	
Lyndon St C, IIB	39.3	33.5	27.5	—
Vermont Tech C, III	36.8	31.3	23.6	—

VIRGINIA

Averett C, IIB	33.2	30.5	25.6	—
Bridgewater C, IIB	42.6	35.0	30.2	23.3
Christendom C, III	—	33.1	—	—
Christopher Newport C, IIB	49.1	43.2	37.0	28.0
C of William and Mary, I	62.2	48.9	36.7	30.8
Richard Bland C, III	42.5	36.2	—	—
Commonwealth C, III	—	—	19.1	16.5
Commonwealth C Norfolk, III	—		—	16.8
E Mennonite C and Sem, IIB	32.6	28.2	25.8	22.4
Emory and Henry C, IIB	39.9	33.3	27.4	
Ferrum C, IIB	36.6	30.1	25.5	—
George Mason U, I	73.3	49.8	41.2	32.4
Hampden-Sydney C, IIB	49.4	39.2	32.0	
Hampton U, IIA	45.4	35.6	28.5	22.6
Hollins C, IIB	49.7	38.5	30.0	—
Inst of Textile Tech, III	58.4	—	42.4	—
James Madison U, IIA	51.7	44.1	37.8	29.4
Longwood C, IIB	48.9	42.0	33.3	29.0
Lynchburg C, IIA	44.3	36.9	30.4	24.6
Mary Baldwin C, IIB	42.4	33.9	28.3	—
Mary Washington C, IIB	48.2	40.9	30.8	28.4

VIRGINIA—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Marymount U, IIA	48.1	38.3	32.7	—
Norfolk St U, IIA	50.2	46.5	37.0	27.5
Old Dominion U, IIA	59.1	44.5	38.3	28.9
Presbyterian Sch of Christian Education, IIA	41.5	—	—	
Protestant Episcopal Theol Sem in Va, IIA	32.5	—	22.8	
Radford U, IIA	50.3	40.6	34.4	26.2
Randolph-Macon C, IIB	47.9	36.1	29.6	—
Randolph-Macon Woman's C, IIB	46.8	37.0	30.6	—
Roanoke C, IIB	45.9	36.4	30.2	
Saint Paul's C, IIB	29.2	—	—	24.0
Shenandoah U, IIB	35.1	28.7	25.6	—
Sweet Briar C, IIB	47.9	38.6	31.7	—
U of Richmond, IIA	62.4	48.2	39.3	
U of Virginia, I	71.8	48.1	38.6	30.1
Clinch Valley C, IIB	43.1	35.4	30.5	—
Virginia Commonwealth U, I	60.7	48.6	39.7	30.2
Virginia CC Sys				
Blue Ridge CC, III	—	37.2	32.2	27.9
Central Virginia CC, III	44.1	37.9	34.1	27.6
Dabney S Lancaster CC, III	—	41.3	34.1	28.1
Danville CC, III	41.3	36.8	32.5	—
Eastern Shore CC, III	—	—	30.8	—
Germanna CC, III	42.1	36.5	31.8	26.4
J Sargeant Reynolds CC, III	42.4	38.1	32.9	28.8
John Tyler CC, III	40.5	36.2	31.5	—

VIRGINIA—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Virginia CC Sys, cont.				
Lord Fairfax CC, III	—	34.2	29.5	—
Mountain Empire CC, III	—	36.5	31.7	28.3
New River CC, III	44.9	38.6	32.1	27.6
Northern Virginia CC, III	43.7	39.4	34.1	29.6
Patrick Henry CC, III	—	36.3	31.6	25.9
Paul D Camp CC, III	—	35.1	31.4	—
Piedmont Virginia CC, III	40.8	35.3	32.4	26.6
Rappahannock CC, III	—	39.1	32.1	—
Southside Virginia CC, III	—	33.8	31.7	26.3
Southwest Virginia CC, III	42.1	39.2	34.2	29.0
Thomas Nelson CC, III	43.0	37.4	33.6	27.1
Tidewater CC, III	39.5	35.9	31.2	27.5
Virginia Highlands CC, III	—	35.7	31.4	26.2
Virginia Western CC, III	43.3	38.5	33.5	—
Wytheville CC, III	42.3	35.8	30.7	27.1
Virginia Intermont C, IIB	—	27.4	23.4	—
Virginia Military Inst, IIB	55.4	44.4	36.7	—
Va Poly Inst & St U, I	65.3	46.2	38.6	27.9
Virginia St U, IIA	43.2	38.8	34.9	27.9
Virginia Union U, IIB	35.7	29.9	25.7	20.6
Virginia Wesleyan C, IIB	45.9	37.1	29.4	28.0
Washington and Lee U, IIB	60.3	43.8	35.6	—

WASHINGTON

Central Washington U, IIA	44.7	36.8	30.2	
Eastern Washington U, IIA	41.7	34.8	31.1	20.2
Gonzaga U, IIA	52.3	36.6	29.1	23.7
Northwest C of the Assemblies of God, IIB	—	27.9	25.2	—
Pacific Lutheran U, IIA	45.8	37.1	32.0	
Peninsula C, III	38.2	35.8	31.4	27.5
Saint Martin's C, IIB	31.1	26.7	25.7	—
Seattle Pacific U, IIA	43.4	36.1	31.1	—
Seattle U, IIA	47.8	38.6	34.5	29.3
U of Puget Sound, IIA	51.0	38.9	31.6	
U of Washington, I	60.3	42.7	37.4	29.5

WASHINGTON—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Washington St U, I	52.1	39.6	35.2	29.1
Western Washington U, IIA	47.3	38.6	34.7	—
Whitman C, IIB	53.2	42.3	34.3	29.8
Whitworth C, IIB	40.0	32.9	27.9	—

WEST VIRGINIA

Alderson Broaddus C, IIB	33.9	26.9	23.7	21.8
Beckley C, III	21.9	—	—	20.9
Bethany C, IIB	35.0	30.4	26.7	—
Davis and Elkins C, IIB	33.7	29.9	24.0	22.0
Ohio Valley C, III	—	23.5	—	—
St C Sys of West Virginia				
Bluefield St C, IIB	40.0	30.6	25.1	20.8
Concord C, IIB	38.5	32.4	25.5	23.0
Fairmont St C, IIB	41.0	33.7	27.8	24.9
Glenville St C, IIB	38.0	31.1	25.6	22.8
Shepherd C, IIB	37.0	33.1	28.9	26.1
West Liberty St C, IIB	38.9	31.5	23.2	19.7
W Va Inst of Tech, IIB	38.3	32.5	27.6	23.0
West Virginia St C, IIB	37.5	32.0	25.8	21.3
Southern W Va CC, III	37.1	30.1	23.7	19.2
W Va Northern CC, III	33.6	25.9	22.7	—
U of Charleston, IIB	32.8	32.3	29.4	25.1
U of West Virginia Sys				
Marshall U, IIA	45.0	37.2	28.2	21.2
C of Graduate Studies, IIA	49.5	42.5	31.6	—
West Virginia U, I	50.4	40.9	33.3	25.8
Potomac St C of W Va U, III	39.7	31.3	24.1	—
W Va U at Parkersburg, III	35.6	29.9	25.4	19.5
West Virginia Wesleyan C, IIB	36.1	33.5	29.4	—
Wheeling Jesuit C, IIB	34.0	29.1	23.4	24.5

WISCONSIN

Alverno C, IIB	38.3	32.0	25.0	21.6
Beloit C, IIB	44.2	36.8	29.7	—
Carroll C, IIB	41.0	36.3	29.6	
Concordia U, IIB	29.4	26.6	24.8	

WISCONSIN—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Lakeland C, IIB	—	30.6	27.1	—
Lawrence U, IIB	51.4	40.0	32.4	29.4
Marian C of Fond Du Lac, IIB	35.5	30.8	26.2	24.0
Marquette U, I	61.9	46.6	39.5	
Milwaukee Sch of Engr, IIB	41.9	34.5	31.4	
Mount Mary C, IIB	35.6	30.2	25.2	22.4
Northland C, IIB	31.2	27.1	22.0	
Ripon C, IIB	45.9	35.1	27.6	—
Saint Norbert C, IIB	48.5	40.1	32.5	28.3
Silver Lake C, IIB		29.1	—	21.8
U of Wisconsin				
Madison, I	61.2	44.4	39.4	28.4
Milwaukee, I	55.9	42.7	38.9	—
Eau Claire, IIA	45.7	37.3	32.9	27.8
Green Bay, IIA	46.4	38.7	31.4	—
La Crosse, IIA	48.2	40.0	34.1	31.6
Oshkosh, IIA	49.5	41.6	35.4	28.4
Parkside, IIA	51.2	38.4	36.1	
Platteville, IIA	47.2	38.2	33.7	—
River Falls, IIA	43.1	36.2	32.5	—
Stevens Point, IIA	47.3	38.4	30.3	28.8
Stout, IIA	45.6	37.4	30.3	28.7
Superior, IIA	46.8	38.8	32.4	26.5
Whitewater, IIA	48.0	39.9	35.1	29.2
Centers, III	43.5	36.3	30.1	25.6
Viterbo C, IIB	39.3	32.5	28.2	23.4

WYOMING

Northwest C, III	—	34.8	26.9	21.3
U of Wyoming, I	50.5	39.6	35.6	—

PUERTO RICO

Inter American U of PR, IIA	28.8	20.8	18.4	15.7
U of Puerto Rico				
Bayamon Tech U C, IIB	26.6	21.5	17.2	14.5
Ponce Tech U C, III	25.1	20.3	16.8	15.2
Arecibo, IIB	24.6	21.1	17.4	15.2
Mayaguez, IIA	28.7	24.8	19.0	19.4

Average Salaries of Faculty Members at Institutions Without Academic Ranks

ALABAMA

Gadsden St CC, IV	35.5
Jefferson St CC, IV	34.1
John C Calhoun St CC, IV	30.5
Lurleen B Wallace St JC, IV	32.0
Snead St JC, IV	33.8

ALASKA

Prince William Sound CC, IV	38.0

ARIZONA

Arizona Western C, IV	33.3
Central Arizona C, IV	39.4
Cochise C, IV	33.5
Eastern Arizona C, IV	35.0
Maricopa CC Dist, IV	45.4
Mohave CC, IV	33.7
Navajo CC, IV	24.7
Northland Pioneer C, IV	32.8
Pima County CC Dist, IV	35.6
Yavapai C, IV	36.7

ARKANSAS

East Arkansas CC, IV	27.6
Garland County CC, IV	27.9
Mississippi County CC, IV	23.9
North Arkansas CC, IV	27.4
Phillips County CC, IV	26.5
Rich Mountain CC, IV	25.1
Southern Ark U El Dorado, IV	27.1
Westark CC, IV	28.0

CALIFORNIA

Allan Hancock C, IV	42.8
Antelope Valley C, IV	42.6
Barstow C, IV	48.2
Butte C, IV	45.7
Cabrillo C, IV	44.2
California Inst of the Arts, IIA	34.8
Cerritos C, IV	50.9
Chabot C, IV	46.4
Chaffey CC, IV	43.7
Citrus C, IV	49.8
C of Marin, IV	48.6
C of the Canyons, IV	45.6
C of the Redwoods, IV	43.6
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News Summary

Articles on inside pages

College governing boards increasingly are agreeing on such issues as tenure and severance before they hire new presidents: Page A13.

Some faculty members warn that a federal-court ruling on copyright infringement may increase costs and delay the production of anthologies of readings for students: Page A14.

Scientists working on the superconducting supercollider are embroiled in a dispute that could raise its $8-billion cost: Page A19.

The federal government and dozens of universities are fighting over loan programs for students preparing for health-services jobs: Page A19.

Scholars are clashing with the chairman of the National Endowment for the Humanities over the agency's advisory board: Page A19.

Academic issues will be the focus of next year's N.C.A.A. meeting, and already there are signs that consensus won't come easy: Page A31.

Amid renewed unrest, Albania suspended classes at its university and sent students home: Page A33.

In a challenge to Moscow, leaders in the independence-minded Russian republic have announced their approval of a radical new education plan: Page A33.

University officials in Germany's western states fear that budgetary constraints brought on by unification will limit their ability to combat problems on their campuses: Page A33.

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More Traditional-Age Students Consider Community Colleges

Low costs, transferability of credits make 2-year institutions more attractive

By MICHELE N-K COLLISON

NEW ORLEANS

DePaul, Xavier, and Louisiana State Universities all offered admission to Nichole Bowman when she graduated from high school. Louisiana State even offered her a four-year scholarship.

But the scholarship didn't cover room and board, and Ms. Bowman's family could not afford to pay for them. So after leaving high school she worked for a year until friends persuaded her to attend Delgado Community College.

"I was your typical lost student," says Ms. Bowman. "I didn't know what I wanted to do, and I wanted to stay close to home."

Delgado's tuition is $970, half what Ms. Bowman would have paid for tuition, room, and board at Louisiana State. While attending Delgado, Ms. Bowman also lives at home.

"People think this is a last-resort college," says Ms. Bowman, who plans to transfer to Texas Southern University next fall to work toward a degree in sociology. "But I think some classes here are even better, because the teachers are so good. They have classes here that will knock you out, too."

Ms. Bowman is among a growing number of traditional-age college students who are spending their freshman and sopho-

Continued on Page A29

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Delgado Community College's James A. Caillier: "We must offer quality academic programs."

White House Enters Research-Cost Debate; Quick Changes Possible

By COLLEEN CORDES

WASHINGTON

The White House has entered the growing controversy over the money that universities charge the government for overhead costs associated with federally supported research.

Science-policy experts said the White House move could mean that changes in the overhead system will come more quickly than had been previously expected.

Among recent developments:

- The White House Office of Management and Budget has decided to study the federal role in renovating academic research facilities, as well as the possibility of tightening federal rules governing reimbursements to universities for the overhead costs of federally supported research, said sources who asked not to be identified.
- The O.M.B. has suspended—pending completion of its review—negotiations it had been conducting with university officials on proposed revisions to the reimbursement rules that had been sought by the Association of American Universities.
- The White House Office of Science and Technology Policy has started a new review of a 1986 White House report on the

Continued on Page A23

Ohio's Community Colleges Rocked by Investigation of Political Gifts and Charges of Mismanagement

By MARY CRYSTAL CAGE

HILLSBORO, OHIO

After George R. McCormick became president of Southern State Community College in January 1989, he heard rumors that his predecessor, Lewis C. Miller, had mismanaged college funds and used public money to make campaign contributions.

Says Mr. McCormick: "I've heard 1,000 rumors. You expect that when you're a new president. The thing is, here 990 of them are true. We've got the checks. We've got the purchase orders."

After more than a year of trying to get state officials to follow up on the rumors, Mr. McCormick called the Federal Bureau of Investigation. In doing so, he pried open a political Pandora's box.

The ever widening investigation, which has now reached all 23 of the state's community colleges, has raised new questions about whether college officials should make campaign contributions and whether the state adequately monitors the finances of community colleges. In addition, the F.B.I. review has spread to include the reputed "pay to play" technique of powerful state legislators, who reportedly require campaign contributions from those wishing to influence policy.

Since November, F.B.I. agents have been sorting through memoranda, invoices, checks, and other financial papers from the Ohio Technical and Community College Association, the State Auditor's office, and Southern State. Among the records under review are:

- Documents relating to a "special-activity fund" that the Ohio Technical and Community College Association maintained between 1984 and 1988—apparently with state funds provided by the colleges—to finance lobbying efforts. The association's tax-exempt status, granted by the Internal Revenue Service, bars it from lobbying.
- A memorandum outlining a $40,000 payment to "Hal R."—said to be Harold (Hal) Roach, the former executive director of the association—as well as payments

Continued on Page A20

Cases of embezzlement have struck dozens of campuses in recent years, leaving officials shocked and wary: Page A25.

Burgeoning Asian Population In U.S. Challenges Scholars

Thanks to a new wave of immigrants, the field of Asian-American studies is prospering—and struggling to keep up: Page A5.

MARGINALIA

From *Communicator*, a newsletter of the Council of Graduate Schools:

"The National Research Council has released *Summary Report 1989: Doctorate Recipients from United States Universities*. . . .

"The survey results indicate that 34,319 doctorates were granted from July 1, 1989 through June 30, 1989."

Backward, turn backward . . .

■

From an editorial in the *Lubbock* (Tex.) *Avalanche-Journal:*

"We realize competition among universities for increasingly scarce research dollars always has been stiff.

"Fortunately, Texas Tech University (TTU) has managed to remain 'in the hunt,' so to speak, for its share of these essential funds. . . .

" 'Most of us,' as TTU President Robert Lawless said, 'are not only trying to decimate knowledge but to discover knowledge.' "

That's the spirit!

■

A notice in our own "Bulletin Board" pages directs readers to "send nominees and application, including three references, to: The Office of the Dean of Faculty . . ."

They'll provide accommodations? a reader wants to know.

■

The admissions office at Greensboro College has received an essay in which the applicant writes: "In May of 1991, I will be expecting to conceive a child."

■

Classified ad under "Found" in *The Gamecock*, the student paper at the University of South Carolina:

"Very old long haired female datsun. Orange collar. Call 776-7387."

Give it a haircut and put it in the garage.

■

From *Siena Scene*, a newsletter at Siena Heights College:

"The College has for sale a 1988 Dodge Aries, 4-door steering, brakes automatic . . ."

Awkward, but it gets you there.

■

From the *Harvard Gazette:*

"Yale comes to The Game owning a 57-41-8 edge in this rivalry that dates back to 1875. Harvard's record is 41-57-8."

Reports a reader: "This year Yale won, 34-19. Harvard lost, 19-34."

■

From a weekly memo to the faculty, staff, and emeriti of Teachers College, the University of Nebraska:

"The Department will hose the Nebraska Professors of Educational Administration annual meeting on April 27."

Bring raincoats. —C.G.

In Brief

Tarkio College to Close in Face of Financial Woes

TARKIO, MO.—After struggling with financial problems for more than a decade, Tarkio College has decided to close its doors May 31.

Tarkio's Board of Trustees last month voted to shut down indefinitely after the four-year college failed to raise the $3-million it needed to remain open beyond the current semester.

In February Tarkio began an urgent drive to raise the money, but officials said only $450,000 had come in. Tarkio was also strapped by a $9.9-million debt to the U.S. Education Department for mismanaging student loans under the previous administration. It had been put on probation by the North Central Association of Colleges and Schools, largely because of financial instability.

"The combination of the debt, the probation, and the adverse publicity made it extremely difficult to raise funds," said Kent E. Kraus, Tarkio's dean of institutional advancement. Under the board's decision, he added, the college could reopen if support were acquired in the future.

Tarkio is now helping its 390 students transfer to other colleges. About 30 institutions have already agreed to accept most of the credits those students earned at Tarkio.

Mr. Kraus said Tarkio planned to pay its 31 faculty members for the remainder of the contract year and to give them an additional month's pay as severance. The college is also selling off assets, including science equipment and library holdings, to pay its bills.

Record Increase Expected in Law-School Applicants

NEWTOWN, PA.—The number of applicants seeking admission to law schools for the fall is expected to reach a record level for the fourth consecutive year.

Law School Admission Services, the company that administers the Law School Admission Test, is projecting an increase of 7.8 per cent over last year in the number of applicants. The L.S.A.S. expects that by August, 95,000 people will have applied to enter law school in the fall.

The increase follows a three-year rise in the number of applicants to American Bar Association–approved law schools. There were 88,000 applicants in 1989-90, up from 74,900 in 1987-88.

The numbers of applicants from minority groups are expected to increase sharply this year at a rate much higher than the overall increase in applicants. L.S.A.S. is projecting a 33-per-cent increase in American-Indian applicants; a 20.8-per-cent increase in Asian-American applicants; and a 23.1-per-cent increase in Hispanic applicants.

The impact of the recession and a tight job market, popular television programs about lawyers, and students' desire to acquire professional education all may be combining to produce the record numbers of applicants, said Jana Cardoza, spokeswoman for the Law School Admission Council.

SUNY's Alfred Campus Revamping Greek System

ALFRED, N.Y.—Officials at the State University of New York College of Technology at Alfred have placed the institution's five fraternities and sororities on probation until December 1.

Between now and then, the college's Greek system will be required to make a number of changes proposed by a commission the president appointed in January. The commission investigated problems in the Greek system, including reported instances of hazing and alcohol and drug abuse. The panel was charged with deciding whether the university should try to reorganize its fraternity and sorority system or ban the organizations from the campus. The groups are not affiliated with any national Greek organizations.

John O. Hunter, president of the college, appointed the commission after a hazing incident last fall in which a student was physically injured. To be recognized after December 1, each fraternity and sorority must have a faculty adviser who will be present at all pledging activities and be allowed to gain access to the organization's house at all times. Each Greek group must also establish disciplinary procedures for its members and create a Student Conduct Board to enforce the procedures.

In addition, freshmen must have earned a grade-point average of at least 2.5 to be admitted to the Greek groups.

Victims of Alleged Rapes Sue Carleton College

FARIBAULT, MINN. — Four women who say they were sexually assaulted at Carleton College have filed a lawsuit against the institution and its dean of students, charging that the college failed to protect them.

The suit, filed in Rice County District Court here, charges that the women—two former and two current Carleton students—were raped or sexually molested on the campus by two male students who had been reported for previous alleged sexual assaults.

The suit charges that when the women approached the dean of students, Cris T. Roosenraad, with their allegations of rape, he discouraged them from going to the local police and denied requests that they be moved to another residence hall. The women and the men they accused had resided in the same dormitory. The suit also alleges that Carleton did not discipline the men severely enough for the assaults reported by the women or for the previously reported attacks—leaving the four women and other students unprotected.

Carleton vigorously denied the charges. College officials said the dean of students and a judicial board, which based disciplinary hearings on the college's sexual harassment policy, had handled the incidents appropriately.

Carleton's president, Stephen R. Lewis, Jr., said in an interview: "Once the courts start looking at the evidence, we will be successful."

82 Monkeys Are Found After Escape From Center

ALAMOGORDO, N.M.—All 82 monkeys that escaped last month from a New Mexico State University AIDS research center have been found.

The Rhesus monkeys, which had not been used in any AIDS-related experiments, escaped after high winds toppled their cages outside the university's Primate Research Institute. It is located on Holloman Air Force Base.

Within a week, most of the monkeys had returned to the compound. One was recovered in a residential area about six miles away. Another was crushed by

5 Universities to Participate in Theater Festival

AMERICAN COLLEGE THEATRE FESTIVAL

North Carolina Central University students in a scene from "Of Mules and Men."

Five universities have been invited to send productions to this year's American College Theater Festival at Washington's John F. Kennedy Center for the Performing Arts.

The productions are:

■ From Brown University: *The Art of Waiting*, by Rob Shin, directed by Cristina Sales. Mr. Shin has been named the winner of the National Student Playwriting Award.

■ From Illinois State University: *White Boned Demon* (a reinterpretation of Henrik Ibsen's *A Doll's House*), created and directed by Leslie Mohn.

■ From North Carolina Central University: *Of Mules and Men* (an adaptation of Zora Neale Hurston's *Mules and Men*), created and directed by Randolph Umberger.

■ From the University of Massachusetts at Amherst: *The Playboy of the Western World*, by John Millington Synge, directed by Edward J. Golden.

■ From the University of Minnesota at Duluth: *Standing on My Knees*, by John Olive, directed by Harvey T. Jordan. ■

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WASHINGTON UPDATE

- **Grant to Loyola U. of Chicago could spur U.S. spending cuts**
- **NIH finds U. of South Florida study was conducted improperly**
- **Trade-school students found to get highest amount of aid**
- **Fund raisers fear IRS ruling on gifts of life-insurance policies**
- **Universities urged to focus research more on industry's needs**

An $8-million federal grant to Loyola University of Chicago could cause an across-the-board spending cut in most domestic programs this year.

In a last-minute amendment to a supplemental-appropriations bill that Congress approved last month, Rep. Dan Rostenkowski switched the grant from the Defense Department to the Education Department. Mr. Rostenkowski, a powerful Illinois Democrat, attended Loyola from 1948 to 1951.

While the shift does not change total government outlays, the Bush Administration says it pushes the category of domestic spending beyond the prescribed $189.2-billion ceiling. Richard G. Darman, director of the White House Office of Management and Budget, wrote to Congressional leaders explaining that the switch had squeezed the budget $7.3-million over the limit. He warned that if Congress did not cut that much money from the bill, automatic across-the-board cuts would go into effect to bring the total back beneath the cap.

A spokesman for Mr. Rostenkowski suggested that the O.M.B. move was politically motivated. He said administering such a small cut—about .004 per cent—would cost more than the $8-million dollar grant itself.

The money was initially appropriated for the 1990 fiscal year. But James A. Reilly, assistant vice-president for public relations at Loyola, said the university had declined to accept the grant for a proposed business-school facility from the Pentagon because it would have obliged the university "to do some kind of defense-related research." He added: "We didn't want to do that."

So the university asked Mr. Rostenkowski to switch the money to the Education Department budget. Since the money wasn't part of this year's budget, Mr. Reilly said, it should not count against the total domestic-spending limit.

—BENJAMIN SCHONBERGER

■

Investigators from the National Institutes of Health have released a report saying that scientists at the University of South Florida conducted research on pregnant women improperly in 1986.

According to the report, the 280 women who participated in two studies were not adequately informed about the risks.

Although neither of the studies involved federal funds, the N.I.H. reviewed them in the course of an investigation into whether the university was complying with federal regulations regarding human research subjects in studies that did get federal support.

The research, designed to show the effects of certain drugs on lung development in premature infants, did not harm any of the women or babies involved. However, the experiments are the subject of a class-action lawsuit on behalf of the research subjects. The suit charges that doctors coerced women into participating in the research.

The N.I.H. report said the university's procedures for protecting human research subjects now "appear to be adequate."

Most of the participants in the 1986 experiments were poor, Spanish-speaking women. The report said the informed-consent forms were not written in language that "would ordinarily be considered understandable to subjects with limited educational or socioeconomic backgrounds" and were only in English.

In a written response to the report, George R. Newkome, the university's vice-president for research, said the institution had a strong commitment to research integrity and had already taken several steps to improve its system for handling human research subjects.

—CHRISTOPHER MYERS

■

A new study of student-aid recipients has found that students attending for-profit trade schools received more federal aid, on average, than did students at colleges or universities.

The study of 25,000 aid recipients enrolled during the 1989-90 academic year found that the average student enrolled in a trade-school program lasting less than two years received $4,170 from federal grant, loan, and work-study programs, while those at private universities received $4,140. Recipients at public universities averaged $3,240, and those at community colleges got $1,930.

The data show that more than two-thirds of the aid recipients at trade schools received Pell Grants and nearly three-quarters received Stafford Student Loans. At public colleges, 57 per cent of the recipients had Pell Grants and 30 per cent had Stafford loans. Only 41 per cent of the aid recipients at private colleges had Pell Grants, and 46 per cent had Stafford loans.

The study also found that 73 per cent of Hispanic aid recipients got Pell Grants, as did 72 per cent of blacks, 57 per cent of Asian Americans, 56 per cent of American Indians, and 50 per cent of whites. Forty-three per cent of black and white students receiving aid were borrowing under the Stafford program, as were 32 per cent of Asian Americans, 31 per cent of Hispanics, and 22 per cent of American Indians.

The study was based on preliminary estimates from the Education Department's National Postsecondary Student Aid Survey. The final study—to be based on 70,000 students—is to be published in the fall.

—THOMAS J. DeLOUGHRY

■

College fund raisers fear that a new Internal Revenue Service ruling will discourage alumni from making gifts of insurance policies to colleges.

Such gifts are popular among people who took out life-insurance policies when they were younger and had many children to support, but now have decided that the original beneficiaries of the policies no longer need the money.

The I.R.S. ruling came in a case in which a New York woman wanted to purchase an insurance policy and name a charity as the beneficiary. The woman wanted to be able to claim a tax deduction on the original purchase and on subsequent premium payments. But the I.R.S. ruled that she could not do so because the arrangement would violate a New York law requiring that beneficiaries have "an insurable interest" in the person on whose life a policy is taken out.

Many of the people who donate life-insurance policies to colleges expect to receive tax breaks similar to those the New York woman wanted.

The I.R.S. opinion is called a "private-letter ruling" because it applies only to the case in question. But lawyers use such rulings to advise their clients on how to make contributions in ways that provide tax benefits. The I.R.S. ruling does not identify the woman or the charity. The ruling number is 9110016.

—SCOTT JASCHIK

■

Universities should focus their research and scientific training more on industry's needs, and they should try to make sure that U.S. companies get access to academic research results on "a priority, expedited basis," a new report says.

The report, "Gaining New Ground: Technology Priorities for America's Future," was issued by the Council on Competitiveness, a non-profit organization of chief executives representing business, labor, and higher education.

The quality of research at the National Institutes of Health "needs to be restored" to the level it reached in the 1950's, when it was "one of the most prestigious government labs in the United States and perhaps the world," the report adds. The institutes' research programs provide the basis for many high-technology industries, it says.

The study also calls for bigger budgets for the National Science Foundation, to increase support for grants both to individuals and to its engineering-research centers.

The report alludes to "national prestige technology projects" that contribute little to the nation's economic competitiveness. Spending less on such projects, the report states, would allow increases for work aimed at critical commercial technologies.

—COLLEEN CORDES

FACT FILE: U.S. Funds for Colleges and Universities

The top 100 institutions in total federal obligations for fiscal 1989

Rank	Institution	Amount
1.	Johns Hopkins U.	$612,128,000
2.	Stanford U.	275,781,000
3.	U. of Washington	246,883,000
4.	Massachusetts Institute of Technology	236,632,000
5.	U. of Minnesota	203,183,000
6.	U. of California at Los Angeles	200,090,000
7.	U. of Michigan	198,199,000
8.	Cornell U.	192,077,000
9.	U. of California at San Diego	184,633,000
10.	U. of Wisconsin at Madison	178,913,000
11.	Columbia U. Main Division	178,910,000
12.	U. of California at San Francisco	177,273,000
13.	Howard U. *	175,594,000
14.	Harvard U.	171,316,000
15.	Yale U.	168,338,000
16.	Pennsylvania State U.	166,581,000
17.	U. of California at Berkeley	164,358,000
18.	U. of Pennsylvania	158,337,000
19.	U. of Southern California	134,061,000
20.	U. of Colorado	130,430,000
21.	Duke U.	122,679,000
22.	U. of Illinois at Urbana-Champaign	120,910,000
23.	Washington U.	120,764,000
24.	U. of Pittsburgh	114,798,000
25.	U. of Rochester	111,435,000
26.	U. of North Carolina at Chapel Hill	105,873,000
27.	U. of Chicago	105,402,000
28.	Ohio State U.	105,318,000
29.	U. of Arizona	104,241,000
30.	New York U.	96,278,000
31.	U. of Iowa	94,237,000
32.	Purdue U.	92,160,000
33.	U. of Massachusetts	92,132,000
34.	Michigan State U.	87,914,000
35.	U. of Texas at Austin	87,717,000
36.	U. of Florida	85,812,000
37.	U. of Alabama at Birmingham	85,566,000
38.	Louisiana State U.	85,408,000
39.	U. of Utah	84,810,000
40.	Indiana U.	83,969,000
41.	Case Western Reserve U.	79,997,000
42.	U. of Maryland at College Park	78,765,000
43.	Texas A&M U.	77,655,000
44.	Yeshiva U.	77,490,000
45.	California Institute of Technology	76,974,000
46.	U. of California at Davis	76,787,000
47.	Georgia Institute of Technology	76,724,000
48.	Boston U.	75,686,000
49.	U. of Miami	75,381,000
50.	Baylor C. of Medicine	74,640,000
51.	Vanderbilt U.	74,100,000
52.	Northwestern U.	72,694,000
53.	Woods Hole Oceanographic Institute	$69,486,000
54.	U. of Georgia	64,993,000
55.	North Carolina State U.	64,808,000
56.	Carnegie Mellon U.	64,642,000
57.	Oregon State U.	64,527,000
58.	U. of Virginia	63,319,000
59.	U. of Hawaii at Manoa	63,215,000
60.	U. of Kentucky	62,486,000
61.	Utah State U.	61,506,000
62.	U. of Illinois at Chicago	61,391,000
63.	Rutgers U.	61,238,000
64.	New Mexico State U.	58,424,000
65.	U. of California at Irvine	57,791,000
66.	U. of Cincinnati	56,966,000
67.	Oregon Health Sciences U.	55,822,000
68.	Emory U.	55,671,000
69.	U. of Texas Southwest Medical Center at Dallas	55,192,000
70.	Princeton U.	54,695,000
71.	Iowa State U.	54,627,000
72.	Tulane U.	54,516,000
73.	Virginia Commonwealth U.	53,290,000
74.	U. of Connecticut	52,304,000
75.	Colorado State U.	51,652,000
76.	Virginia Polytechnic Institute and State U.	51,457,000
77.	Inter American U. of Puerto Rico at San German	51,225,000
78.	U. of Puerto Rico Regional Colleges Administration	50,162,000
79.	Gallaudet U. *	49,667,000
80.	U. of California at Santa Barbara	49,645,000
81.	State U. of New York at Stony Brook	47,247,000
82.	Mt. Sinai School of Medicine	45,244,000
83.	U. of New Mexico	44,616,000
84.	State U. of New York at Buffalo	44,491,000
85.	Arizona State U.	44,389,000
86.	U.of Missouri at Columbia	43,503,000
87.	Tufts U.	42,957,000
88.	U. of Vermont	41,379,000
89.	U. of Maryland at Baltimore	40,554,000
90.	Rochester Institute of Technology	40,318,000
91.	Brown U.	40,250,000
92.	West Virginia U.	39,885,000
93.	Temple U.	39,562,000
94.	U. of Tennessee at Knoxville	39,557,000
95.	Wayne State U.	39,107,000
96.	U. of Medicine and Dentistry of New Jersey	38,932,000
97.	U. of Kansas	37,118,000
98.	Washington State U.	37,068,000
99.	Oklahoma State U.	37,014,000
100.	Rockefeller U.	37,014,000
	Total, 100 institutions	**$9,492,955,000**
	Total, all institutions	**$15,687,609,000**

Note: Obligations represent the funds for contracts, services, and similar transactions during a given period, regardless of when the funds were appropriated and when future payment of money is required. The figures represent all categories of direct Federal support to colleges and universities. They exclude federal support to students in the form of guaranteed student loans, but include such grant programs as Pell Grants and Supplemental Educational Opportunity Grants. The figures exclude funds obligated to federally funded research-and-development centers administered by higher-education institutions.

* Howard U. and Gallaudet U. receive substantial appropriations from Congress each year for general operating expenses.

SOURCE: NATIONAL SCIENCE FOUNDATION

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News Summary

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Technical advances have accelerated the rate at which biologists are filling in the map of human genes, researchers say: Page A4.

The U. of South Carolina is struggling with the legacy of its former president, who was recently indicted for tax evasion: Page A13.

His decision to delay recognition of a regional accrediting agency pits those who believe the Education Secretary is protecting academic and religious freedom against those who say accrediting groups should consider issues of diversity: Page A21.

Florida's universities are not happy with the budget cuts they expect from the Legislature this session, but few are complaining: Page A22.

An investigation has sparked fresh criticism of the technology-transfer corporation at Michigan Technological U.: Page A31.

Drug raids at the U. of Virginia have forced it to re-examine its relationship with students: Page A33.

An article that criticized the qualifications of black students has plunged Georgetown U.'s Law Center into an angry debate: Page A33.

The penalty for four athletes involved in a sexual incident at the U. of Arkansas was softened by the system's president: Page A36.

The strife-torn universities of Central America are hoping to help their countries rebuild: Page A37.

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President Proposes Education Reforms

President Bush and Education Secretary Lamar Alexander as they unveiled plans last week for what the President said should be "a populist crusade" to reform American education. See Story on Page A21.

High Court to Rule on Mississippi Plan to End Segregation

Case may shape states' efforts to make up for past discrimination

By SCOTT JASCHIK

WASHINGTON

The Supreme Court has agreed to decide whether civil-rights laws require states that once ran segregated college systems to do anything more than replace discriminatory rules with race-neutral policies.

The case before the Court involves Mississippi, but legal experts said the outcome would be likely to affect all of the Southern and border states that once practiced legal segregation.

At issue is a 1990 ruling by the U.S. Court of Appeals for the Fifth Circuit. That court, in finding that Mississippi's colleges were desegregated, said state officials were "discontinuing prior discriminatory practices and adopting and implementing good-faith, race-neutral policies and procedures."

The U.S. Justice Department and civil-rights groups appealed the decision, saying it conflicted with other federal-court rulings that required states to demonstrate that they had taken specific steps not only to remedy past discrimination but also to promote equal opportunity in higher education.

'Back Into the Jim Crow Days'

Civil-rights lawyers said last week that black students and historically black colleges would be devastated if the Supreme Court upheld the Fifth Circuit decision, giving it nationwide force. If that happened, the lawyers said, state leaders

Continued on Page A28

Quest for Profits May Damage Basic Values of Universities, Harvard's Bok Warns

By LIZ McMILLEN

The commercialization of universities may be the most severe threat facing higher education, Derek Bok said in his final "President's Report" to Harvard University's Board of Overseers.

Warning that "there are no free lunches even for eleemosynary institutions," Mr. Bok said that efforts to turn university activities into revenues could easily distract the institution and force it to sacrifice its most essential values. He cited as a "glaring example" big-time college athletics, where the lure of television revenues has helped to corrupt admission practices and led to embarrassing compromises in academic standards. But Mr. Bok also raised questions about the increasing appetite for profits from scientific discoveries and commercially sponsored courses.

While some money-making activities may benefit universities, the desire for profit can all too easily conflict with academic values, Mr. Bok said. But it is hard for universities to resist lucrative business ventures "especially if rival universities have already exploited them," he said.

As universities become more entrepreneurial, they should be concerned about how their image subtly changes, Mr. Bok said. "They appear less and less as a charitable institution seeking truth and serving students and more and more as a huge commercial operation that differs from corporations only because there are no shareholders and no dividends," he said.

Mr. Bok will step down in June after 20 years in the Harvard presidency. His successor is Neil L. Rudenstine, executive vice-president of the Andrew W. Mellon Foundation.

In each of his annual reports to the overseers, Mr. Bok has commented on a major issue affecting higher education. The report for 1990-91 includes references to several decisions that were controversial during Mr. Bok's tenure, including the university's refusal to sell all of its South Africa–related investments and the 1988 move to establish a fund to invest in profitable discoveries by its professors, a seeming reversal of an earlier policy.

Mr. Bok's report also discusses two oth-

Continued on Page A31

Community Colleges Scramble to Meet Demand for English Classes for Non-Native Speakers

By KATHERINE S. MANGAN

Community colleges across the nation are scrambling to keep up with the growing demand for English classes for non-native speakers, but tight budgets are forcing some to turn students away.

Many community-college administrators believe the federal government should provide more money for English as a Second Language (E.S.L.) programs. They argue that the booming interest is partly the result of federal policies, which are allowing more immigrants to enter the country legally.

"Our colleges get swamped with people wanting to take these classes," says Dale Parnell, president of the American Association of Community and Junior Colleges. "Our colleges want to serve immigrants, but we don't get any help financially."

Language Skills and a Bit of Civics

E.S.L. classes vary considerably from campus to campus, but they generally teach conversational English skills, along with a bit of American civics or history, to non-native citizens or legal aliens. Some courses are intensive, while others meet less regularly to accommodate the schedules of working students. The classes are taught not only at community colleges, but also at junior and four-year institutions, as well as by private and public organizations.

As the demand for E.S.L. classes has swelled in recent years, community colleges appear to have absorbed much of the growth. Neither E.S.L. experts nor administrators of community-college organizations could provide any overall enrollment

Continued on Page A35

Campus Officials Struggle to Explain Indirect Costs

Faced with mounting criticism, university officials are trying to explain what indirect costs are and how the rates are set: Page A21.

MARGINALIA

From our own "Research Notes":

"Mr. Salvi talked about the hearing research with birds at the February meeting of the Association for Research in Otolaryngology."

He talked, they chirped?

■

News story in *The Echo*, a paper at Western Connecticut State University:

"A heated debate was set off at the University Senate meeting . . . when a letter by Delmore Kinney Jr., chairman of admissions, was presented to the Senate with a series of goals that the Individual Admissions Program would meet. The IAP would replace the 17-year-old Basic Studies Program this fall.

"As described by Philip Steinkrauss, students entering the program undergo a five-week acclamation period. . . ."

That ought to get their spirits up.

■

From proposed regulations at California State University:

"The Chancellor shall have the authority to adopt and implement plans and programs supporting nondiscrimination and affirmative action in employment based on sex in the Chancellor's office. The President of each campus shall be responsible for the development and implementation of plans and programs supporting nondiscrimination and affirmative action in employment based on sex at each campus."

No comment.

■

A reader tells us:

"The Caesteker Fine Arts Series at Ripon College would appear to be taking a new direction in its offering of cultural events that is bound to attract a different crowd, if not a larger one. The minutes of the meeting planning for the 1991-92 season read, 'Let's start with an exhibitionist.' "

No comment on *that*, either.

■

From *Campus News* at Case Western Reserve University:

"Building on an old CWRU tradition and strengthening a new one, this spring's Hudson Relay race will be held on campus on Sunday, April 28.

"Citing safety concerns involved with staging the 26-mile relay race from Hudson, the Office of Student Affairs proposed running 26 miles of loops around campus, as occurred for the first time last year. . . .

"A picnic on the squad will follow the event."

Talk about safety concerns!

■

The spring weather stimulates thoughts of summer—and of our traditional Summer Marginalia Contest. We're looking for a theme. Ideas?

—C.G.

In Brief

Protests Over State Cuts Continue in New York

NEW YORK—Student demonstrations and building takeovers continued last week at the City University of New York, affecting more than half of the system's 21 campuses and spreading to a branch of the State University of New York system as well.

Although building occupations at several of the CUNY campuses have been broken up by college security officers or have dissolved on their own, new demonstrations have surfaced nearly every day since the protest began. The students are opposing state budget cuts that would raise tuition and decrease financial aid.

Last week, the protests spread to the State University of New York College at Purchase, where about 20 students occupied an administration building and dozens of others rallied outside to support them, and also to Cornell University.

The protesters' endurance prompted CUNY administrators to take steps aimed at forcing an end to the standoff. Temporary restraining orders have been issued against student protests at two of the colleges and university officials are considering similar actions at other campuses.

In an open letter to the CUNY community, W. Ann Reynolds, chancellor of the system, and James P. Murphy, chairman of its Board of Trustees, pleaded with students to "abandon the illegal occupations."

The university is "obligated to prevent the massive disruption of our educational enterprise," the letter said.

Students Face Discipline in Blackface Incident

FAIRFAX, VA.—Tensions flared between black and white students at George Mason University this month following a fraternity fund-raising event in the student-union building at which a member of the Sigma Chi fraternity appeared in blackface.

The event was part of a "Dress a Sig" competition, in which women from various sororities dressed 18 Sigma Chi members in female clothing. The fraternity members then modeled their outfits on a stage. One of the men involved wore blackface along with a blouse, wig, and a pillow strapped to his body under the back of a skirt.

University administrators said they planned to discipline the fraternity and sorority involved in the incident. They declined to specify what sort of penalties would be levied against the organizations, but said they could range from probation to the loss of university recognition.

The organizations involved probably would have to go through formal training on cultural-diversity issues, said Kenneth E. Bumgarner, assistant vice-president for student services at George Mason.

Members of the Sigma Chi fraternity apologized for the incident at a campus forum last week. The forum was held to allow students who were upset about the incident to talk with the sorority and fraternity members responsible for the event.

Student Killed in Crash Involving State Van

EUGENE, ORE.—A student at the University of Oregon was killed when a van carrying members of a student political group to an anti-nuclear conference and protest slipped off the road in central Nevada.

The person who died, Susan A. Winn, a junior at the university, was one of seven students riding in a van that members of the campus Student Campaign for Disarmament had rented from the state van pool.

Another student, Gabrielle Hubbard, a freshman, was injured in the accident and was in serious but stable condition in a Reno hospital last week.

In response to the accident, John Minnis, a state representative from Portland who is the chairman of the legislature's Joint Ways and Means subcommittee, called for changes in state policies that permitted the van to be used for a political rally. A university spokesman, however, said state law and university policy permitted officially recognized student groups to use vans for events that were consistent with the groups' purposes.

Sorority Pleads Guilty to Charges of Hazing

JACKSONVILLE, ALA.—A Jacksonville State University sorority has pleaded guilty in city court to charges of physically and mentally mistreating six of its pledges.

The Alpha Kappa Alpha sorority and 11 of its 14 members had been charged with the misdemeanor offenses after they turned themselves in to campus and city police. The city court last week dropped the charges against the individuals after the sorority itself pleaded guilty and agreed to pay a $100 fine and $44 in court costs.

Last month, university officials began investigating the alleged hazing incidents in response to several complaints. Bascom Woodward, vice-president for student affairs, would not elaborate on the allegations except to say that the six women had apparently undergone significant mental and physical stress, which the university would not tolerate.

"Hazing is a real concern to

Alumni Shut Down Secret Society at Yale U. Over Attempt to Admit Women

NEW HAVEN

The alumni directors of Skull and Bones, a secret, all-male society at Yale University, changed the locks on the club's meeting place and shut down for a year in a rift with seniors in the society who had decided to admit women as members.

Only 15 seniors at Yale belong to the 159-year-old society, whose members include President Bush and 800 other alumni. The seniors voted unanimously this month to bring in women among the 15 juniors they select for next year's membership.

In a letter to the society's alumni, the seniors said they were not trying to "foment a revolution," but believed the prestige and survival of Skull and Bones depended on its becoming coeducational.

Difficulty in Recruiting

The club has had difficulty recruiting the best students at Yale, the letter said, because "many of the best and the brightest are women." Some men at Yale, it said, refuse to join the club because they view its all-male policy as discriminatory and out-of-step.

Upon learning that the seniors had invited women to join, the eight-member alumni Board of Directors changed the locks on the "Tomb," as the society's campus clubhouse is known.

No Yale students will be admitted to the society in 1991-92 while the board and the rest of the society's members sort out the question of membership for women, according to the Rev. Sidney Lovett, a spokesman for the club's alumni directors and secretary of the Russell Trust Association, the corporate parent of Skull and Bones.

The alumni are "clearly divided" on whether to admit women, Mr. Lovett said in an interview. The board, he added, plans to issue a recommendation on the matter by this summer for consideration by the members.

Mr. Lovett said the seniors "knew the board would not authorize a change until 1993 if a change was to be made at all." The students, he said, took matters into their own hands when they could not get their way.

"The board had to face the issue: Who is in charge?" Mr. Lovett said. The board is responsible for managing the society's assets and traditions, he added.

The alumni board, according to the letter from the seniors, has voted in favor of a coeducational club. But the letter said the board wanted the men to meet separately from the women for the society's most important ritual, when new members share their emotional and life histories. The seniors said that approach would destroy the unity of the club.

Seniors Plan to Proceed

Mr. Lovett disputed that account and said the idea of separate meetings for men and women was "not on the table."

According to one of the seniors, who asked not to be identified, the alumni board is failing to provide leadership on the issue.

The seniors say they are proceeding with their plan to admit women, and hope the new members will be recognized by the alumni board. A ceremony called "Tap Night" was slated to be held last week for the 15 new members, about half of whom are women. A senior who asked to remain anonymous said some alumni members had offered to help pay for a new meeting place, should the board not recognize the new members. He said the seniors are thinking about suing the board. —DENISE K. MAGNER

NEW HAVEN REGISTER

Members of Yale's secret, all-male society, Skull and Bones, meet at a clubhouse called the "Tomb."

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Government & Politics

Ways & Means

Christopher T. Cross, former Assistant Secretary of Education for educational research and improvement, is apparently out of the running for the position of Assistant Secretary for postsecondary education.

Sources at the Education Department said Mr. Cross was no longer a candidate for the top higher-education post, but was being considered for other positions in the department. Several spots were left open when Mr. Cross and other officials who served under former Secretary Lauro F. Cavazos resigned last month at the request of Secretary Lamar Alexander.

The Bush Administration has closely guarded the names of other candidates for the postsecondary job. Mr. Alexander promised the Senate education subcommittee this month that the person nominated for the job would have experience in higher education.

■

Richard (Digger) Phelps, who resigned last week as basketball coach at the University of Notre Dame, is not expected to become an Education Department employee.

Department officials described as "unfounded" a rumor that had Mr. Phelps accepting a new post related to college athletics.

A department spokeswoman said Secretary Alexander had talked with Mr. Phelps about problems in college sports, but had never made him a job offer.

■

Nearly 17 years after leaving the Senate, J. William Fulbright returned to Capitol Hill last week to promote the educational exchange program that bears his name.

The 86-year-old former Senator from Arkansas spoke with an earnest, folksy charm as he asked lawmakers to increase funds for the Fulbright Program.

"I may be prejudiced, but I think that these exchange programs offer enormous potential in promoting the new manner of thinking we need today," he said.

The former Senator, testifying before a House appropriations subcommittee, emphasized the role of international understanding in avoiding war.

He noted that a close adviser to Soviet President Mikhail S. Gorbachev had been a Fulbright scholar at Columbia University in 1959. At the same time, he said, "the people of Iraq and Kuwait, and, indeed, all the world, have paid and continue to pay a terrible price for the parochialism of Saddam Hussein, a man who has virtually no substantial experience outside of his own country and none at all outside the Arab world."

"I just hope you would feel this program is in the national interest," he said at the end of his testimony.

A fellow Arkansas Democrat and subcommittee member, Rep. Bill Alexander, responded: "Senator, we agree with you 100 per cent."

Bush Proposes 'Populist Crusade' to Reform Education; Colleges Would Help to Develop Schools, Train Adults

Academic officials applaud intent but are dismayed that plan does not suggest increasing student aid

By THOMAS J. DeLOUGHRY

WASHINGTON

President Bush last week unveiled his blueprint for "a populist crusade" to reform American schools.

The proposal, which is largely the work of Education Secretary Lamar Alexander, relies heavily on the involvement of educators, business leaders, and scholars in developing "innovative" schools for the future.

Colleges could play a part in developing such schools, as well as in helping adults update their job skills, Administration officials said. Colleges could also play host to "academies" in which teachers and school administrators would receive additional training.

Democratic lawmakers, whose support is needed to get the plan through Congress, were sharply critical of Mr. Bush's plan. "Our students and workers need better education and training now," said Richard A. Gephardt, the Missouri Democrat who is Majority Leader of the House of Representatives. "By this standard, the President's plan falls short."

'We Must Lead the Way'

The reviews from college officials were more mixed. Many applauded the President for his attention to education, although they were dismayed that the Administration's plan did not suggest any increase in federal aid to help students advance beyond high school.

The President presented his proposal in a White House speech to educators, lawmakers, and business leaders. "If we want America to remain a leader—a force for good in the world—we must lead the way in educational innovation," Mr. Bush said. "The days of the status quo are over."

The plan, which would cost $690-million in fiscal 1992, calls for setting national standards for schoolchildren in English, mathematics, science, history, and geography. The Administration also endorses the development of national tests—to be called the American Achievement Test—to assess students' achievement. Administration officials said colleges should consider students' scores on such tests when evaluating candidates for admission, but the officials suggested that they would not replace existing college-entrance exams.

The White House proposal also restates the Administration's support for the concept of "school choice," which holds that public schools will improve if parents have

Continued on Page A23

Delay in Recognition of Accrediting Agency by Education Dept. Draws Mixed Reaction

By SCOTT JASCHIK

WASHINGTON

Education Secretary Lamar Alexander's decision to delay recognition of a regional accrediting agency pits those who believe the Secretary is safeguarding academic and religious freedom against those who say accrediting agencies have a duty to consider diversity on the nation's campuses.

The agency, the Middle States Association of Colleges and Schools, has been at the center of a growing controversy over whether accrediting teams should evaluate the way colleges recruit and retain minority students and faculty members. Middle States has required such evaluations since 1988, but Secretary Alexander, in delaying recognition of the agency, said he had serious doubts about the practice.

Mr. Alexander's stance has moved the

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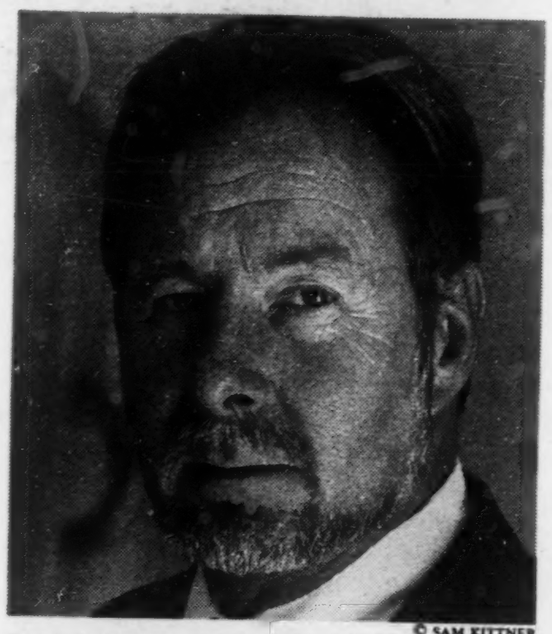

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Richard C. Kunkel, dean of the College of Education at Auburn U.: "The issue of diversity is not appropriate in regional accreditation."

VARIETY OF ACCOUNTING METHODS

Colleges Struggle to Answer Tough Questions About Rates for the Overhead Costs of Government-Sponsored Research

By COLLEEN CORDES

Why does the government set a rate of 74 per cent for reimbursing Columbia University for the overhead costs of federally sponsored research but pay the University of Dayton at a rate of only 43 per cent? What, really, does a 74-per-cent rate mean?

The rates that 100 universities charge the government for overhead costs appear in a Fact File on Page A26.

As news reports continue to describe questionable charges for overhead costs, academic officials are struggling to answer such questions in a way that the public can understand. Often the officials have to explain the rates—which are based on complicated accounting formulas—to reporters, alumni, trustees, and state legislators, as well.

Indirect-cost rates help determine how much money the federal government will pay to universities to help cover the expenses they incur in providing facilities and services that benefit researchers but that cannot be directly associated with particular federally sponsored research projects. Such expenses include utilities, libraries, and administration.

A rate of 65 per cent means that for every dollar the university receives for the direct cost of a specific research project, the institution can get up to 65 cents for overhead expenses. In many cases, however, universities do not receive as much in overhead reimbursements for particular projects as their rates would indicate.

Among the many factors that influence an institution's rate are its accounting system, its location, whether it is public or private, whether it seeks Congressional earmarks for academic

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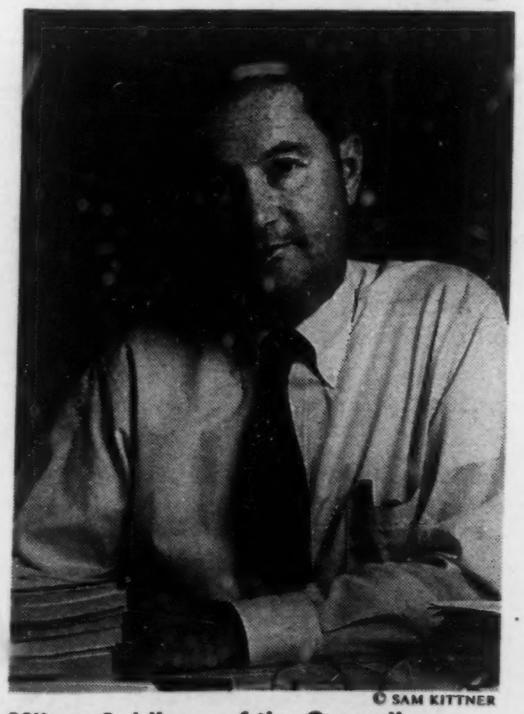

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Milton Goldberg of the Council on Governmental Relations: "The problem is there are just no data to deal with this stuff."

FACT FILE: Indirect-Cost Rates at 100 Institutions

Percentages determine top amounts universities can charge U.S. for research overhead

Harvard Medical School	77%
Columbia U.*	74
Stanford U.*	74
Boston U.	73
Yeshiva U.	71
Cornell U. endowed units*	70
Harvard U.	69
Brown U.*	68
Rockefeller U.	68
Yale U.	68
Princeton U.	67
Tufts U.	67
Johns Hopkins U.	65
U. of Chicago	65
U. of Massachusetts Medical School	65
U. of Pennsylvania	65
New York U. Medical Center	64
Rutgers U.	64
U. of Medicine and Dentistry of New Jersey	64
Vanderbilt U.	64
Massachusetts Institute of Technology*	62
Mt. Sinai School of Medicine	62
Syracuse U.	62
Washington U.	62
Temple U.	61
U. of Southern California	61
Georgetown U.	59
U. of Connecticut	59
U. of Michigan	59
California Institute of Technology*	58
New Mexico State U.*	58
Carnegie Mellon U.*	57
Cornell U. statutory units*	57
U. of Rochester*	57
U. of Illinois at Chicago*	56
Dartmouth College	55
Harvard School of Public Health	54
Georgia Institute of Technology*	54
Tulane U. Medical School	54
U. of Cincinnati	54
U. of Miami Medical School	54
State U. of New York at Buffalo	53
U. of Vermont	53
U. of Virginia	53
U. of Washington	53
Emory U.	52
Northwestern U.	52
State U. of New York at Stony Brook	52
U. of Illinois at Urbana-Champaign*	52
U. of Maryland at Baltimore	52
U. of Massachusetts at Amherst	52
Virginia Commonwealth U.	52
Case Western Reserve U.	51
New York U.	51
Wayne State U.	51
Cornell U. medical school*	50%
Duke U.	50
Virginia Polytechnic Institute and State U.	50
Indiana U.	49
Purdue U.	49
U. of Arizona	49
U. of California at Berkeley	49
U. of California at San Diego	49
U. of Kentucky	49
U. of New Mexico	49
Florida State U.	48
George Washington U.	48
North Carolina State U.	48
U. of California at Irvine	48
U. of California at Los Angeles	48
U. of Kansas Medical Center	48
U. of Texas Health Science Center at Houston	48
U. of Utah	48
Ohio State U.	47
U. of Georgia	47
U. of Texas at Austin	47
Baylor C. of Medicine	46
U. of California at Santa Barbara	46
U. of Maryland at College Park	46
Colorado State U.	45
Louisiana State U.	45
Michigan State U.	45
U. of Florida	45
U. of Kansas	45
U. of North Carolina at Chapel Hill	45
U. of Texas M.D. Anderson Cancer Center	45
U. of Texas Health Science Center at San Antonio	45
U. of Texas Southwest Medical Center at Dallas	45
Wake Forest U. School of Medicine	44
Pennsylvania State U.*	44
U. of Hawaii at Manoa*	44
U. of Minnesota	44
U. of Texas Medical Branch at Galveston	44
U. of Wisconsin at Madison	44
Oregon Health Sciences U.	43
Texas A&M U.	43
U. of Dayton*	43
U. of Pittsburgh	43
U. of Alabama at Birmingham	42
U. of Colorado	42
U. of Iowa	42
U. of California at Davis	41
Iowa State U.	40
U. of California at San Francisco	39
Oregon State U.	38
U. of Missouri at Columbia	38
Utah State U.	37

Notes: Universities with an asterisk have their indirect rates set by the Office of Naval Research; other institutions have their rates set by the Department of Health and Human Services, except Princeton University, whose rate is set by the Department of Energy. Rates from O.N.R. were in use on January 5, 1991, while rates from H.H.S. were in use on November 6, 1990. In a few cases, institutions that are currently negotiating new rates may now be using temporary rates. The list covers the 100 leading universities in federal research-and-development funds in 1989, according to the National Science Foundation. In some cases, different units of an institution have different rates. The rates for off-campus units, for special laboratories, and for units receiving small amounts of federal support are not generally included above.

SOURCES: CHRONICLE REPORTING, THE OFFICE OF NAVAL RESEARCH, AND THE DEPARTMENT OF HEALTH AND HUMAN SERVICES

U.S. Official Proposes Ways to Limit Indirect-Cost Payments

WASHINGTON

The Inspector General of the Department of Health and Human Services has proposed a number of options for controlling federal payments for the overhead costs of research. One approach would limit overhead rates to 50 per cent of the direct costs for federally sponsored research; another would require individual researchers to negotiate overhead rates for their grants with their institutions.

Meanwhile a House of Representatives committee is preparing for hearings this week on approaches the Administration or Congress could take to prevent abuses in the indirect-cost system.

Richard P. Kusserow, the H.H.S. Inspector General, discussed his list of options at a House hearing last week on the reauthorization of the National Institutes of Health. The following were other options he said might be considered:

- Giving a university a block grant for research projects and letting institutions decide what part of the grant to use for overhead costs.
- Setting the federal overhead rate at the lowest level that a university charges to American or foreign businesses or foundations.
- Eliminating government-wide rules and instead allowing research agencies to negotiate separate overhead rates for their grant programs, discipline by discipline.
- Paying universities for only those overhead costs that can be demonstrated to be the extra costs they incur for the federal research awards they win.
- Requiring standardized accounting systems at major research institutions.

This week's hearing, which will take place before the Subcommittee on Science, is expected to focus on what Rep. Rick Boucher characterized as longstanding "inattention" to the indirect-cost issue by the Bush Administration and especially by the White House Office of Management and Budget.

Mr. Boucher, a Virginia Democrat who is chairman of the subcommittee, said last week that many of the abuses in the indirect-cost system stemmed from O.M.B.'s failure to give "clear direction to universities." He said the O.M.B. directive that governs how indirect costs can be collected by universities is "vague" and outdated.

"Universities have been telling O.M.B. for the last five years that the circular needs to be revised," said Representative Boucher.

He said Congress might take action of its own if O.M.B. did not cooperate in fixing the system. "I do not think O.M.B has any sacred writ" over indirect costs, he added.

—GOLDIE BLUMENSTYK AND COLLEEN CORDES

Colleges Attempt to Answer Questions About Rates They Charge for Research

Continued From Page A21

facilities, and which government agency negotiates the rate with the university.

The average of the rates for on-campus research at the top 100 institutions receiving federal research support is 53 per cent, with the range running from the Harvard Medical School's 77 per cent—its last permanent rate—to Utah State University's 37 per cent. The Harvard Medical School is currently negotiating a new rate, and for the time being it is operating with a temporary rate of 88 per cent, although the government has called for lowering the temporary rate to 65 per cent.

In analyzing universities' rates, most experts agree that differences among institutions' overhead charges do not necessarily reflect differences in how efficiently universities spend research money.

"You can't just look at two numbers and leap to that conclusion," says an official at the Department of Health and Human Services, who asked not to be identified. "The higher rate may or may not indicate some inefficiencies, but you don't know that just from looking at the rates."

"The problem is, there are just no data to deal with this stuff," says Milton Goldberg, executive director of the Council on Governmental Relations. "Most of what we all seem to hold is conventional wisdom."

Explaining why Columbia and the University of Dayton have different rates would require careful analyses of their actual costs and accounting systems, and of how aggressive—and successful—each was in trying to recover money from the government for the overhead costs of research.

Congress and federal agencies are now investigating whether university overhead rates are artificially high because of improper charges by institutions. But experts generally agree that much of the variation in rates can be explained by legitimate differences that affect each institution's costs, such as the age and condition of its research facilities and whether utility bills and the cost of living are high or low in its area.

For example, 6 of the 10 highest indirect-cost rates for on-campus research at major research universities are for institutions in New York City and metropolitan Boston. Utility bills and construction costs are high in both areas.

Costs of Depreciation

The expense that university officials say is driving up overhead costs most dramatically—and that they say will continue to do so—is the cost of updating and expanding research facilities. The government allows universities to collect overhead based on costs for the depreciation, interest, and operation of research facilities. Because so many institutions have large backlogs of construction projects, overhead costs will continue to rise as universities build and renovate.

Boston University, for example, has spent more than $150-million in the last 12 years updating its research buildings. That's one reason why it now has one of the highest overhead rates in the country, 73 per cent, says Jon Westling, its executive vice-president.

Several institutions with low rates, on the other hand, say a significant reason is that they have aging, crowded research facilities.

"To the extent our rate is as low as it should be, that's an unfortunate statement about the state of our research facilities," says John McCormick, associate vice-provost for research at the University of Missouri at Columbia.

Ironically, universities that seek money for new buildings directly from Congress have lower overhead rates than they would otherwise, since the institutions cannot seek overhead reimbursements for buildings the taxpayers have already paid for. Critics deride the direct Congressional appropriations as "pork-barrel science."

"The higher rate may or may not indicate some inefficiencies, but you don't know that just from looking at the rates."

One reason why Iowa State University's rate is relatively low is that it has been particularly successful in winning direct Congressional appropriations, says Richard E. Hasbrook, the contracts and grants officer there.

Mr. Hasbrook, like officials at several other institutions with low rates, also cites his university's "concerted efforts to minimize administrative costs." In particular, he says, Iowa State makes do with fewer administrators than other institutions of its size.

Another explanation for the range of rates, university officials say, is the variety of accounting methods the government allows institutions to use. The method a given university uses may reflect a particular institutional philosophy or how sophisticated the institution's accounting systems are.

Under federal rules, for example, a university can categorize as a direct cost any expense that it can associate with a particular research project. The expense is then billed to that research project. But what gets billed as a direct cost and what gets lumped in the indirect-cost category vary from university to university—depending on how highly computerized the institution's accounting system is, for instance, or on how much emphasis administrators at the institution put on charging research expenses to the projects that generate them.

Charging more expenses as direct costs tends to lower an institution's overhead rate, leading many observers to assume that the university's administrators run a less-expensive operation than do their counterparts with higher rates.

At Utah State, officials say their

low rate reflects their attempt to decentralize research administration as much as possible, creating a less bureaucratic environment. More than at other institutions, individual researchers at Utah State are responsible for keeping financial records about their grants. They must pay for doing so with the money they receive for the direct costs of their research. That reduces the amount of money Utah State receives in the form of overhead payments—although not necessarily its total federal research support.

A 13-Point Difference

Some officials suggest that another reason Utah State has a low rate is that it is a public institution. Such universities generally have lower rates than private institutions. For the 100 universities that receive the most federal research money, the average rate for major on-campus research units is about 61 per cent at private institutions, while at public institutions it is about 48 per cent.

Many university officials say private institutions tend to have higher rates because no state government supports their research activities. "If you look at independent concerns, they have to recover their costs to stay in business," says Thomas Pederson, assistant director of business affairs for Oregon State University.

On the other hand, some state institutions have to return the overhead they collect to the state's coffers. Others operate under the assumption that if they increase the amount of overhead they collect from the federal government, their state appropriations will be lowered accordingly.

Some university officials also suggest that state laws and local public opinion force public institutions to adopt a more frugal style of spending than some private institutions may choose.

Private universities, for example, may justify spending their own money on expensive furnishings for presidents' homes as a way of adding to their aura of prestige and prosperity, which in turn may help attract students, talented researchers, and donors. But recent embarrassing revelations about Stanford University's having passed portions of such costs on to the federal government have raised new questions about whether collecting overhead reimbursements for such expenses is reasonable or legal.

HHS vs. ONR

What might impress visitors at a private institution might outrage them, as taxpayers, at a public institution.

In any discussion of overhead rates, many academic officials mention the widely held view that the Department of Health and Human Services drives a much tougher bargain than does the Office of Naval Research. The two agencies set almost all universities' rates.

"From what I understand from the scuttlebutt, O.N.R. is much easier to deal with than H.H.S.," says Oregon State's Mr. Pederson, whose institution negotiates rates with H.H.S. At major on-campus units of institutions among the top 100 in federal research support, the average rate set by H.H.S. is 51 per cent, while the average rate set by O.N.R. is 58 per cent.

O.N.R. officials say they have been diligent in negotiating low rates. But when audits at three O.N.R. institutions all found improper charges—at the California Institute of Technology, the Massachusetts Institute of Technology, and Stanford—O.N.R. announced that it would review the accounts of all its institutions.

Higher-education officials emphasize that institutions generally receive less—sometimes considerably less—federal money in overhead payments than their rates would suggest. Differences between official rates and the actual overall rates of payment reflect, in large part, federal rules that prohibit overhead payments for the purchase of equipment that costs more than $500 and the cost of a subcontract above $25,000.

"To us, it's not important what your rate is," says Fred H. Bailey, controller at the University of Washington. "It's how many dollars you recover."

But the H.H.S. official who asked not to be identified argues that the rates are important. The direct costs that are excluded from overhead calculations are excluded because they are not expected to generate overhead expenses, he says.

"The rate itself," the H.H.S. official says, "is a fair expression of the relationship between the overhead costs of research and the normal, direct operating costs of research at the institution. That's what you're trying to get at." ■

M.I.T. Unit Said to Have Charged U.S. for Its Ex-Director's Legal Expenses

WASHINGTON

Congressional aides said last week that they had learned that the Whitehead Institute for Biomedical Research had improperly charged the federal government more than $68,000 to cover the legal expenses of the institute's former director, David Baltimore.

The institute, which is affiliated with the Massachusetts Institute of Technology, included the money in charges to the government for the overhead costs associated with federal research.

Mr. Baltimore, who is now president of Rockefeller University, has been embroiled in a controversy over the accuracy of a research paper written by a team he headed. Last month he asked that the paper, which was the subject of a Congressional inquiry, be withdrawn.

In a prepared statement, the Whitehead Institute said it had reimbursed the government this month for the charges, which were made in 1988. The statement added that the institute was reviewing its policies on overhead costs to insure "complete compliance with the letter and spirit of government regulations." —S.J.

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News Summary

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The 20th Jefferson Lecturer, Gertrude Himmelfarb, is a historian who attacks what she views as failings of the "new history": Page A4.

Long "stodgy and conservative," the official journal of the Modern Language Association is getting a face-lift: Page A4.

The push for diversity in traditional academic departments is raising questions about the future of ethnic studies: Page A11.

The major accrediting group for business schools has revised its standards in an effort to improve teaching and foster innovation: Page A11.

Community colleges are vying for scarce funds as state budgets tighten and enrollments increase: Page A17.

The Pell Grant program is the focus of lawmakers and college officials eager to restructure federal student-aid programs: Page A17.

The U.S. effort to prevent colleges from releasing crime records has suffered legal defeats in two states: Page A17.

The American Indian College Fund has started a drive to raise $10-million for tribal institutions: Page A25.

Former student activists in China say they are reeling from government repression but clinging to a spirit of hopeful defiance: Story and text of their statement on Page A35.

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Special Admissions Treatment for Athletes Widespread at Big-Time-Sports Colleges

By DOUGLAS LEDERMAN

Football and men's basketball players in the nation's big-time sports programs are more than six times as likely as other students to have received special treatment in the admissions process, a survey by *The Chronicle* shows.

About 27 per cent of the football and basketball players admitted in fall 1989 to universities in the National Collegiate Athletic Association's Division I-A were characterized by their institutions as "special-authority admissions." In comparison, only 4 per cent of all the 1989 freshmen at those colleges were so characterized. The N.C.A.A. defines special-authority admissions as students who are accepted even though they failed to meet the college's regular standards.

The special treatment was not limited to football and basketball players. Nearly 18 per cent of all athletes admitted in 1989 were characterized as "special admits." Hence, athletes were about four times as likely as other students to have been given special consideration in admissions, the survey found.

Altogether, 98 of the 106 members of Division I-A, the N.C.A.A.'s highest-cost, highest-visibility competitive level for football, answered *The Chronicle*'s request for copies of the 1990-91 academic-reporting form that contains this information, or at least sent the data. A Fact File showing the special admits at Division I-A institutions begins on Page A32.

Wide Disagreement About Policies

There is wide disagreement among colleges about the policies and standards that they should use to admit athletes.

Some critics of the special-admissions process complain that colleges seem to be much more willing to admit underprepared athletes than underprepared students who are not athletes. A few critics have suggested that admissions exceptions for athletes be eliminated altogether.

Many people in higher education disagree, noting that colleges make exceptions for all sorts of students, including musicians and artists, members of minority groups, and the children of alumni.

Other administrators and sports officials argue that the past academic performance of a college's entering students matters less than how well they are educated once they enroll. If athletes graduate and earn

Continued on Page A31

White House Shelving Controversial Plan for Black Colleges

By SCOTT JASCHIK

WASHINGTON

The Bush Administration is backing away from a controversial plan that would have changed the way federal agencies support historically black colleges.

The plan, developed last year by the office of the White House Initiative on Historically Black Colleges and Universities, would have divided the colleges into several categories, based on their missions and programs. Federal agencies planning to work with black colleges would then have selected the appropriate group to work with, rather than working with all the institutions.

Many black-college presidents opposed the plan. They said it would have allowed the federal government to shift money to a small subset of black colleges—those that are already among the most wealthy—while abandoning other institutions.

Now some of the black-college presidents who have been negotiating with the

Continued on Page A24

Budget Office Seeks New Restrictions on Research Costs

Would bar overhead payments linked to housing and clubs

By COLLEEN CORDES

WASHINGTON

The White House Office of Management and Budget proposed new restrictions last week on the kinds of overhead costs for which universities can charge the government when conducting federally sponsored research.

The proposed changes would prohibit reimbursements to universities for any costs associated with such items as:

- Housing for university officials.
- Club memberships.
- Social activities and other entertainment, including tickets to athletic events.
- Lobbying.
- Goods or services intended for the personal use of university officers or employees.
- Defense of fraud charges or similar actions brought by the government, if the institution is found liable or does not contest the charges.
- Fines or penalties for violating laws or regulations.

In addition, the proposed new rules would allow universities to collect overhead payments on only the first $120,000 of the salary of any officer or employee.

Overhead charges of about $731,000 are being withdrawn by the Massachusetts Institute of Technology: Page A20.

The budget office said its proposal was "the initial step in a broader Administration effort to develop more comprehensive reforms." The Administration may also change federal policies on reimbursing uni-

Continued on Page A20

Threatened With Loss of U.S. Funds, Stanford Suspends Instructor in Drug Case

By CHRISTOPHER MYERS

Threatened with the loss of all federal funds, Stanford University has placed an instructor, Stuart T. Reges, on leave while the university investigates his claims that he openly violated the institution's federally mandated policy on alcohol and drug use.

Faculty members and students reacted angrily to the government's threat and the university's reaction. Many said that while they did not agree with Mr. Reges's ideas about drug use, they believed his civil liberties had been violated by the university.

Independence a Concern

In Washington, college lobbyists disagreed about the significance of the incident. Some said that the actions by the government and the university did not constitute a threat to academic freedom and that the university was bound to comply with federal drug regulations. Others said the government's action raised concerns about universities' independence in handling potential faculty misconduct.

Mr. Reges, a lecturer in computer science, was placed on paid administrative leave by the university's School of Engineering for the duration of the investigation. The action came after Bob Martinez, director of the Office of National Drug Control Policy, wrote a letter to Stanford's president, Donald Kennedy, threatening to cut off all federal money to the universi-

Millions for Merit Aid; Cuts for Needy Students

Some colleges are spending millions of dollars on merit scholarships, while many consider cutting aid for needy students: Page A27.

ty if it did not enforce federal anti-drug laws on its campus.

Under the terms of the 1988 Drug-Free Work Place Act and the 1989 Drug-Free Schools and Communities Act, universities that receive federal funds must have in place, and enforce, anti-drug policies.

Drugs in His Backpack

In a letter to Mr. Martinez last month, Mr. Reges scoffed at the government's policies. "I disagree with the government's anti-drug campaign and I am doing everything I can to make fools of you," he wrote, adding that he regularly used the drug M.D.A. and that he carried the drug on the campus in his backpack. M.D.A. is a hallucinogenic drug derived from amphetamines.

Mr. Reges also said that he had encouraged an undergraduate to use the drug and

Continued on Page A24

MARGINALIA

Asleep at the keyboard (in our "Name Dropping" column):

"For her part, Mr. Goldsmith told . . ."

■

Notice in the Western Michigan University *Westerner:*

"*The Westerner* (ISSN 0279-3628) is . . . published monthly in September, December, March, and June . . ."

■

Open letter from the department of athletics, in the University of Michigan alumni magazine:

"Inasmuch as the University of Michigan's responsibility for the conduct of its athletics program includes the regulations for the actions of all individuals and organizations engaged in activities promoting the athletics interest of the institution, we write you today seeking your assistance. As an institution committed to a competitive athletics program designed to be a vital part of the educational system, we recognize the perils that may be brought about by overzealous, misguided or uniformed boosters."

You mean the marching band?

■

Notice at the Ohio State University:

"Are you involved in designing a literacy program for your department? Do you have an interest in addressing literacy as a relevant issue for the 90's? If so, plan to attend this informal brown bag lunch sponsored by the OSU Trainers' Coalition.

" 'Literacy Alternatives in a University Setting' will consist of a short presentation by Dr. Kevin Freer on alternative methods to combat literacy in a university setting. . . ."

We'd like some *basic* training first.

■

Memo from the Faculty Steering Committee at Lynchburg College:

"FSC recommends the following new appointments to committees for 91-92 and beyond. In most instances we are recommending persons who have indicated a preference or unwillingness to serve on the committee named."

Sound approach!

■

Memorandum circulated by the printing office at Colgate University:

"Several persons have recently complained about the difficulty of sealing the Colgate University bond envelopes. A technical representative from the supplier will visit Colgate on Wednesday, April 10, 1991 to investigate this problem. All persons who have experienced difficulty with the sealing of these envelopes are cordially invited to meet with the representative at 1:30 p.m. . . ."

Next week, a seminar in changing light bulbs.

—C.G.

In Brief

State Employees' Strike Affects Montana Colleges

HELENA, MONT.—Secretaries, custodial workers, and physical-plant employees of four Montana colleges went on strike last week after the State House of Representatives failed to override Gov. Stan Stephens's veto of a pay raise for most state employees.

The campus strikes were part of a statewide walkout by members of the Montana Public Employees Association. Faculty members do not belong to the union.

At the University of Montana, many faculty members honored the strike and did not hold classes. At Montana State University and the Montana College of Mineral Science and Technology, most faculty members did teach. It was unclear whether faculty members at Eastern Montana College would honor the strike.

Ex-President of University Wins Suit Over Firing

AUSTIN, TEX.—Former Southwest Texas State University President Robert L. Hardesty last week won a three-year battle to clear his name when a state district-court jury ruled that his firing had been politically motivated.

The jury decided that each of the five members of the Texas State University System Board of Regents who voted to dismiss Mr. Hardesty in 1988 had been motivated by politics. They also ruled that the president would not have been fired otherwise.

The judge who presided over the case will determine what damages to award to Mr. Hardesty, who is seeking $1.5-million in actual damages.

"I wanted my name vindicated," said Mr. Hardesty in an interview. "I wanted to try to get a jury to send a signal to boards of regents all around Texas that they can't play fast-and-loose partisan politics."

Mr. Hardesty and many of his supporters contend that he was fired because of his association with prominent Texas Democrats, including former Gov. Mark White. Three of the board members who voted to fire Mr. Hardesty in a 5-to-4 decision were appointed by Mr. White's Republican successor and long-time rival, former Gov. William P. Clements, Jr. Defense lawyers argued that Mr. Hardesty had been fired because he spent money lavishly and traveled too much.

What They're Reading on College Campuses

		Previous Survey
1.	**The Silence of the Lambs,** by Thomas Harris	1
2.	**The Revenge of the Baby-Sat,** by Bill Watterson	—
3.	**Dances With Wolves,** by Michael Blake	3
4.	**The Bourne Ultimatum,** by Robert Ludlum	—
5.	**Iron John,** by Robert Bly	10
6.	**The Scions of Shannara** by Terry Brooks	—
7.	**From Beirut to Jerusalem,** by Thomas L. Friedman	2
8.	**The Druid of Shannara,** by Terry Brooks	—
9.	**It Was on Fire When I Lay Down on It,** by Robert Fulghum	—
10.	**The Seven Habits of Highly Effective People,** by Stephen R. Covey	—

The Chronicle's list of best-selling books was compiled from information supplied by stores serving the following campuses: American U., Baylor U., Bucknell U., Carleton College, Carnegie Mellon U., Case Western Reserve U., Central Michigan U., Dartmouth College, Denison U., Idaho State U., Iowa State U., Kent State U., Lawrence U., Lehigh U., Mankato State U., Montana State U., New York U., North Dakota State U., Pennsylvania State U., Portland State U., San Francisco State U., Southern Methodist U., Stanford U., Tulane U., U. of California at San Diego, U. of Hawaii, U. of Illinois at Urbana-Champaign, U. of Iowa, U. of Maryland–Baltimore County, U. of Missouri at Columbia, U. of Nebraska at Lincoln, U. of New Orleans, U. of Notre Dame, U. of Pittsburgh, U. of Puget Sound, U. of Southern California, U. of Wisconsin at Madison, U. of Wisconsin at Milwaukee, Washington U. (Mo.), and Wichita State U.

Reports covered sales of hardcover and paperback trade books in March.

$150,000 Prizes for Ideas Given to 3 in Academe

LOUISVILLE, KY.—Three academics were among the winners of the annual Grawemeyer Awards, presented by the University of Louisville last week. The $150,000 awards recognize outstanding ideas in music, education, religion, and politics.

Composer John Corigliano, a professor of music at Lehman College of the City University of New York, won the music award for "Symphony No. 1," a tribute to people with AIDS.

Kieran Egan, a professor of education at Simon Fraser University in British Columbia, won the education award for *Primary Understanding: Education in Early Childhood,* a book stressing the importance of storytelling in the education of children.

John Harwood Hick, chairman of the religion department at the Claremont Graduate School, won the religion prize for the book *An Interpretation of Religion: Human Responses to the Transcendent.* The award was presented jointly by the university and the Louisville Presbyterian Theological Seminary.

The United Nations Commission on Environment and Development won for ideas to improve world order for its 1987 report, "Our Common Future." The study urged nations to meet the challenges of overpopulation and energy waste.

The awards were established by Charles Grawemeyer, a retired Louisville industrialist.

Angry Vermont Students Seize President's Office

BURLINGTON, VT.—About 24 minority students at the University of Vermont took over the president's office last week, protesting what they called slow progress toward increasing ethnic diversity on the campus.

After four days, about 16 minority students continued to barricade themselves in the offices of George H. Davis, the university's president, and other officials.

In a statement, Mr. Davis said he would not have the students forcibly removed. But he added: "As long as the students remain in the offices, I will not engage in any discussion or communication with them."

The students began the sit-in after Mr. Davis declined to sign a 1988 agreement outlining minority hiring and recruitment goals for the university. The agreement was negotiated by Mr. Davis's predecessor after a similar action. Nick Marro, a spokesman for the university, said Mr. Davis thought the goals were unrealistic and "didn't want to promise something he couldn't deliver."

Foundation Head Resigns at U. of South Carolina

COLUMBIA, S.C.—Amid state investigations into the operations of the University of South Carolina's research foundation, its executive director has announced his resignation.

Chris Vlahoplus, executive di-

5 Universities Cited for Continuing-Education Programs

MIAMI

Five universities have been cited for their innovative continuing-education programs by the National University Continuing Education Association and the American College Testing Program. The winning programs were selected for their quality, transferability to other institutions, and potential impact on society. Awards were presented at the association's annual meeting here.

The winners:

■ The University of North Florida, for the "Florida First Coast Drug Symposium." The symposium brought together educators, government and law-enforcement officials, and community leaders to discuss ways to solve the state's drug problems. One proposal led to the Tuition Incentive Program, a state-financed plan that now provides free college tuition to academically qualified Florida high-school students who stay free of drugs.

■ The Stevens Point campus of the University of Wisconsin, for its Communication Development Institute. The week-long residential program showed high-school students how to organize campaigns to prevent alcohol and drug abuse in their schools and communities.

■ The Green Bay and Oshkosh campuses of the University of Wisconsin, for a "social-action" theater program. Through performances in the community and at the university, the theater group dealt with local racial and ethnic issues and attitudes.

■ Western Michigan University, for its "Natural Resources and Environmental Leadership Institute." The institute gave officials of the Michigan Department of Natural Resources and environmental specialists and advocates a forum to discuss their concerns about the state's land, water, and wildlife. The institute was structured as five week-long seminars held over the course of a year.

■ The University of California at Berkeley, for "The Many Faces of *Hamlet*." The conference brought together scholars, critics, directors, and actors from several countries to discuss Shakespeare's play. It offered academic experts the chance to test their interpretations against those of performers and directors.

—JULIE L. NICKLIN

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Government & Politics

Ways & Means

Lawmakers continue to pepper the National Institutes of Health with demands for more research on specific health problems.

Two days after the agency announced a massive response to calls for more research on women's health, an influential Senator called for a 93-per-cent increase in federal spending for research on Alzheimer's disease.

Sen. Mark Hatfield of Oregon, the ranking Republican on the Senate Appropriations Committee, said he would push to increase annual spending on Alzheimer's research from the current $300-million to $580-million next year and to over $1-billion in the next few years.

Senator Hatfield, whose father suffered from Alzheimer's, said in a speech that the disease should get the same kind of priority attention as "the so-called 'big three' of medical research—AIDS, cancer, and heart disease."

Meanwhile, responding to Congressional criticism of the way the N.I.H. had handled women's health, the agency outlined a huge research program that could last up to 10 years and cost as much as $500-million. The program, announced by the N.I.H. director, Bernadine P. Healy, would track the health of thousands of women, focusing on such diseases as breast cancer and osteoporosis, which affect primarily or only women.

College lobbyists praised the agency's efforts to take a serious look at women's health.

But they also expressed concerns that scientists and interest groups were scuffling for a bigger share of federal research money instead of cooperating to insure that funds were spent on the most scientifically pressing and valuable research.

Said David B. Moore, assistant director of governmental relations for the Association of American Medical Colleges: "You end up simply funding the fad of the month or the fad of the year, possibly at the expense of other programs."

■

Just how many Ohio legislators have received illegal campaign contributions from the Ohio Technical and Community College Association?

Dennis Gilbert, a spokesman for State Auditor Thomas E. Ferguson, told the *Cincinnati Enquirer* that at least 112 past and present state legislators had received illegal contributions from the association. Mr. Ferguson later told the Cincinnati *Post* that the number was actually about 60.

Mr. Ferguson declined to name any of them, and his spokesman would not comment last week.

The association is under investigation by various state agencies and the Federal Bureau of Investigation over allegations that community colleges placed public money in a "special-activity fund," to be used for lobbying (*The Chronicle*, April 10).

Community Colleges Vie for Scarce State Funds as Budgets Tighten and Enrollments Increase

Two-year institutions even more vulnerable to lawmakers' penchant for financing universities first

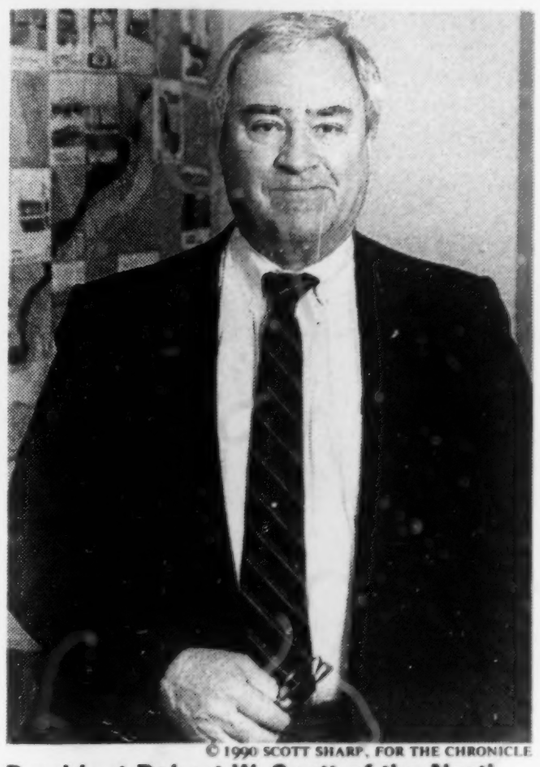
By MARY CRYSTAL CAGE

Colorado's community colleges wanted only $4-million of the $15-million in new money that had been appropriated for the state's higher-education institutions in 1991-92.

The $15-million wasn't enough to cover the costs of inflation for all of Colorado's colleges and universities, so the two-year institutions were anxious to get their share of whatever was available. Adding to the anxiety of the 11 state-supported community colleges was the fact that their enrollment had soared 67 per cent in the last five years, two to three times the average for all of Colorado's public higher-education systems. In the same five years, financing for community colleges had increased by only 44 per cent.

But rather than risk eroding the academic programs at four-year institutions, the Colorado Commission on Higher Education decided to change the financing formula and cut the community-college share of the new money to $2.7-million.

Says David A. Longanecker, the commission's executive director: "What we were trying to do was to come up with a balanced approach. But frankly, part of our dilemma is that there isn't a great way to allocate funding in the current environment."



© 1990 SCOTT SHARP, FOR THE CHRONICLE

President Robert W. Scott of the North Carolina Community College System: "Last year, when the budget went out of line, we pitched in to do our part."

© RON DIRITO, FOR THE CHRONICLE

David A. Longanecker, executive director of the Colorado Commission on Higher Education: "What we were trying to do was to come up with a balanced approach."

A History of Losing Battles

Colorado's situation is not unique. Across the country, higher-education officials and state lawmakers are trying in a very tight budget year to respond to rapid enrollment growth at community colleges without hurting research universities.

Community colleges in many states have a history of losing budget battles to flagship universities. But in this year's politically volatile environment, officials say they are especially vulnerable. In re-

Continued on Following Page

Lawmakers, College Officials Focus on Pell Grants in Effort to Revise Nation's Student-Aid Programs

By THOMAS J. DeLOUGHRY

WASHINGTON

The Pell Grant program is in line for a face-lift.

The Higher Education Act

As the largest federal grant program for students, it has the attention of college administrators, lawmakers, and Administration officials, who are calling for bold changes in federal student-aid programs.

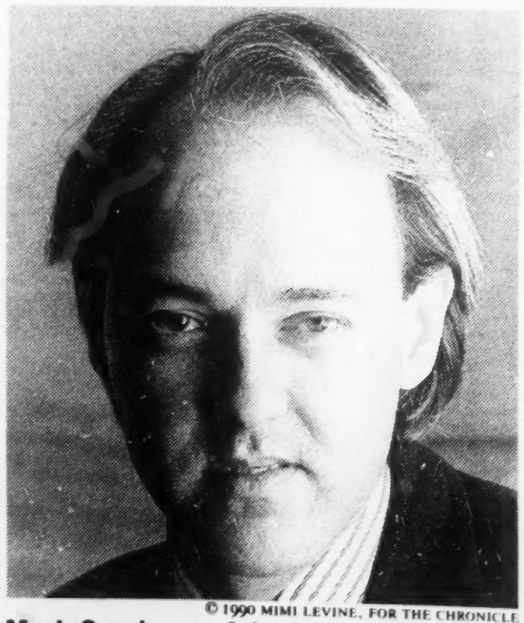
But just what the 19-year-old program will look like when Congress completes its reauthorization of the Higher Education Act next year is far from clear.

Members of Congress plan to revise the complicated formulas that govern a student's eligibility for aid and the size of each Pell Grant. In doing so, lawmakers will confront fundamental questions:

- Should middle-income students receive grants when federal resources are scarce?
- Does the continued exclusion of most middle-income students from the Pell program threaten to undermine Congress's financial support for the program?
- Should freshmen and sophomores get larger Pell Grants than juniors and seniors so that students are closer to graduation before they are hit with big loans?
- How do policy makers balance the demand for more money for students at high-

Continued on Page A22

Education Department Effort to Prevent Colleges From Releasing Crime Records Suffers Setback



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Mark Goodman of the Student Press Law Center: The decisions, taken together, "show that this information is going to come out one way or another."

By SCOTT JASCHIK

The Education Department has suffered two more legal defeats in its campaign to prevent colleges from releasing to the public the names of students who are arrested by campus security officers.

A federal judge in Missouri has ruled that the department may not intervene in a case in which the judge ordered Southwest Missouri State University to release such records. A state judge in Arkansas has ordered Southern Arkansas University to release similar information.

The decisions have prompted new demands that the Education Department change its policy on the records. A department spokesman said last week that no changes were planned and that officials were studying the new court rulings and would not comment further. College officials said they remained confused about

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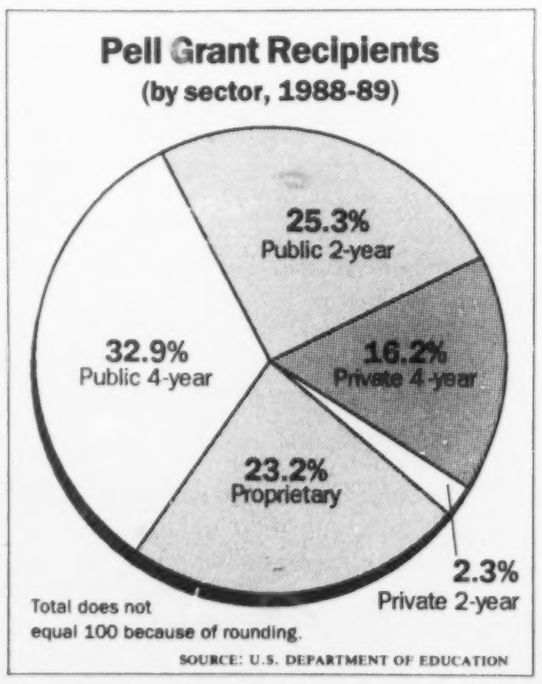


Efforts to Revise Federal Student-Aid Programs Focus on Pell Grants

Continued From Page A17

er-priced, private colleges with the demand to provide enough money to enable poor students to attend *some* institution?

The Bush Administration, college administrators, trade-school officials, and lawmakers of both parties have already weighed in with their views on some of the questions—making it clear that consensus will not come easy.

Rep. William D. Ford, the Michigan Democrat who heads the House Subcommittee on Postsecondary Education and the Education and Labor Committee, has suggested that the maximum Pell Grant be increased to $5,000 a year from the $2,400 limit set for the 1991-92 academic year. He proposes that the government consider for the first time a student's year in college, awarding larger grants to freshmen and sophomores.

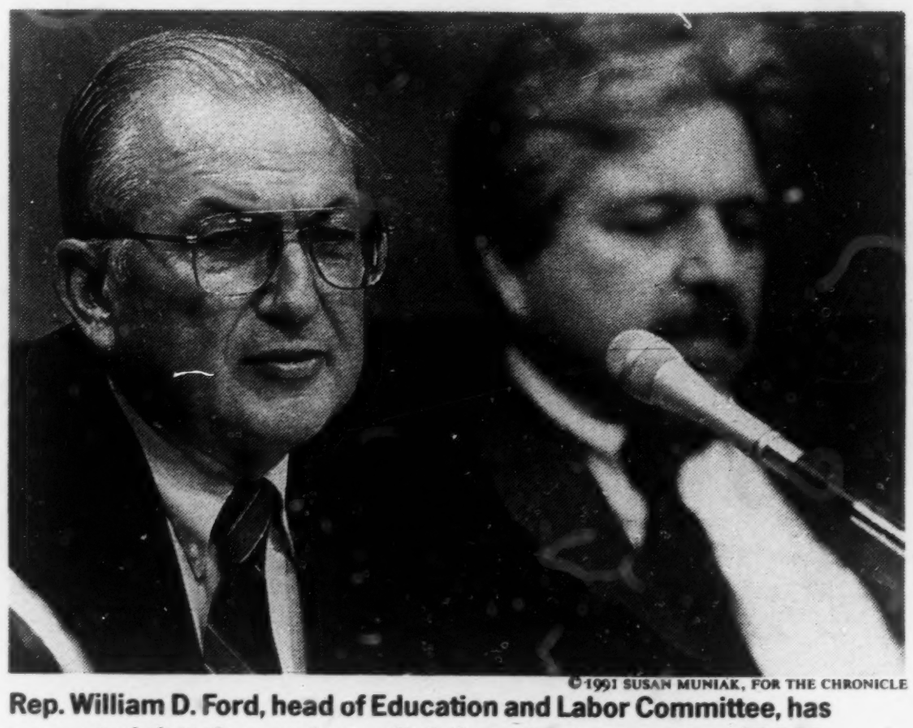
Representative Ford has argued that his plan would decrease defaults on student loans because students in the first two years are at the greatest risk of dropping out and going into default. The Ford proposal would include small grants for juniors and seniors who would rely primarily on student loans to pay their bills.

The United Negro College Fund has endorsed Mr. Ford's idea. John L. Henderson, president of Wilberforce University, told the Senate education subcommittee in March that the approach "reduces or eliminates the need for academically 'at-risk' students to borrow until they have demonstrated their academic potential."

Increases for the Neediest

But others, such as Sen. Edward M. Kennedy, argue that cutting Pell Grants for juniors and seniors would cause more needy students to attend community colleges or to leave four-year colleges as sophomores.

Mr. Kennedy, the Massachusetts Democrat who heads the Senate committee responsible for reauthorization, has proposed increasing the maximum Pell Grant to $3,000 or more for the neediest students—regardless of whether they are freshmen or seniors.



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Rep. William D. Ford, head of Education and Labor Committee, has suggested that the maximum Pell Grant be increased to $5,000.

Lawmakers in both parties appear to be in closer agreement over the need to include more middle-income students in the Pell program, both to help those families pay for college and to expand the program's political support. Increased political support would mean more money for all Pell recipients, the argument holds.

Eliminating Equity in a Home

Several lawmakers have proposed that the government allow more middle-income students to qualify for aid by eliminating from eligibility formulas the equity that a family owns in a home or farm.

Their efforts, however, run counter to the Administration proposal to concentrate more Pell dollars on the neediest students. The President's plan, as outlined in his budget requests for fiscal 1992, would increase the maximum grant from $2,400 to $3,700. The plan would add 200,000 low-income students to the program, but eliminate 600,000 students from poor and middle-income families.

The Administration plan is incomplete, however, since Education Secretary Lamar Alexander decided to withdraw a controversial proposal to eliminate all aid for students in the bottom tenth of their college classes. Administration officials were counting on that proposal to eliminate a substantial number of students from the Pell Grant program to help pay for the increase in the maximum grant. But students and college officials argued that the proposal would eliminate many low-income students who have the potential to succeed, but have not been adequately prepared for college.

DOUGLAS GORALSKI, FOR THE CHRONICLE

Sen. Paul Simon has suggested that Pell Grants pay needy students $2,800 or half of their tuition—whichever is greater.

Department officials have promised to develop a plan that would enable them to pay for the increase in the maximum grant without pushing the cost above the $6.7-billion the Administration intends to spend on student aid in 1992.

The Administration has also proposed an extra $500 for Pell Grant recipients who are in the top tenth of their high-school classes or the top fifth of their college classes. The Education Department says the awards would provide "additional tangible support for low-income students who perform well."

Meanwhile, 11 higher-education associations say they have agreed on a plan that would increase aid for the neediest students while providing Pell Grants to families earning as much as $43,300 a year.

The associations' plan is based on a formula that calls for a basic grant of $2,500 for the neediest students plus one-quarter of their tuition. No grant could exceed $4,000 in the 1994-95 academic year. The plan would guarantee a grant of $2,500 to the neediest student attending the least expensive college and provide $4,000 to the neediest student at a college costing $6,000 or more.

"The proposed formula would significantly increase awards for all low-income Pell recipients, including a more realistic living allowance, while at the same time increasing the tuition sensitivity of the award in recognition of the needs of students who pay higher direct educational expenses," Hoke L. Smith, president of Towson State University, told a hearing of the Senate education subcommittee in March.

Association officials say their plan would add almost 300,000 recipients to the program and cost $8.5-billion a year—about $3-billion more than the government is spending in 1991.

Edward M. Elmendorf, vice-president for governmental relations at the American Association of State Colleges and Universities, concedes that the price tag could cause problems in Congress. But he says that it isn't astronomical, considering that the reauthorized law will not take effect until fiscal 1994. With current spending for Pell Grants at $5.3-billion and increases expected in 1992 and 1993, $8.5-billion should not be an unimaginable figure for 1994, he says.

A Hard-Won Consensus

Mr. Elmendorf says the proposal represents a hard-won consensus between public-college officials and those from private institutions. In the classic "access *vs.* choice" debate, the public officials sought to increase grants so that the neediest students would have enough money for living expenses at low-cost colleges. The private-college officials wanted a proposal that would be sensitive to tuition levels by providing the neediest students with more money to attend higher-priced colleges.

"What happens to us if we don't make this an entitlement in the future? What happens to us then?"

The proposal would also benefit many non-traditional students by providing Pell Grants to those who attend college less than half time. Tight budgets have led Congress to deny grants to such students for the past two years.

D. Bruce Johnstone, chancellor of the State University of New York and a student-aid expert, commends the association officials who devised the Pell Grant proposal. "It's a very good compromise," he says. "It's terribly important to keep the public and private sectors together."

Some students at public colleges suggest that the proposal is too generous to private-college students. Brenda J. Leahy, president of the United Council of the University of Wisconsin Student Governments, says the government should concentrate its scarce funds on promoting access to college rather than on choice of institutions. Providing students with more than $2,500 for living expenses is more important, she says, than helping students attend expensive colleges, many of which offer private scholarships.

'Concerned With Tuition'

Other groups in Washington, such as the National Education Association and the United States Student Association, have called for a maximum grant of $4,300 in fiscal 1992. Their plan recommends that the maximum grant increase by $200 each year after that.

Congressional aides say they have not studied the proposals put forth by any of the groups, but are eager to review them. Richard T. Jerue, an aide to Montana's Rep. Pat Williams, a Democrat, says that the plan favored by the 11 groups will not enjoy smooth sailing because it promises larger grants when tuition rises. "Members of Congress are concerned with rising tuition," he says.

On the Senate side of Capitol Hill, however, Sen. Paul Simon has offered a proposal that would be even more generous to colleges that charge higher tuition. Mr. Simon, an Illinois Democrat, has suggested that Pell Grants pay needy students $2,800 or half of their tuition—whichever is greater. He estimates his plan would cost $9.5-billion, though some higher-education officials say it would cost billions more than that.

'Entitlement' Classification

Senator Simon's plan would also classify the Pell Grant program as an "entitlement," which would require Congress to appropriate enough money for all students who qualify. The concept has widespread support among college officials, who complain that the current practice of cutting the number of awards or the size of grants each year to fit Congressional appropriations is unfair to students.

That switch will be difficult under the five-year budget plan that Congress and President Bush agreed to last year. Senator Simon has proposed a tax on foreign oil to comply with the requirement that increased spending on entitlements be paid for with increased revenues. College officials have suggested that Congress could circumvent the budget agreement by leaving Pell Grants as an appropriated program and requiring the Education Department to borrow against future appropriations when funds are insufficient for full grants.

Students and college officials argue that uncertainty about Pell Grants discourages some students from attending college and makes it difficult for others to plan ahead.

M. W. Wyckoff, a trustee of Labette Community College, told the Senate education subcommittee in March that making the Pell Grant an entitlement was essential if prospective students were to be persuaded that a reliable source of funds was available. "What happens to us if we don't make this an entitlement in the future?" he asked. "What happens to us then?" ■

Pell Grants at a Glance

- **What they are:** The grants are provided to undergraduates on the basis of financial need. Students apply directly to the Education Department, which determines the size of Pell Grant for which they are eligible, based on their families' financial situation and the cost of their education.
- **Who receives them:** In 1991-92, more than 3.4 million students, generally from families earning less than $35,000 a year.
- **History:** Established in 1972 as the Basic Educational Opportunity Grant program, they were renamed after Sen. Claiborne Pell, Democrat of Rhode Island, as part of the 1980 amendments to the Higher Education Act.
- **Current spending level:** More than $5.3-billion in fiscal 1991.
- **Maximum grant, based on appropriated funds:** For 1991-92, $2,400 or 60 per cent of a student's educational costs, whichever amount is less.
- **Maximum grant, based on authorization:** $3,100 a year, but Congress has never appropriated enough money to award grants that large.
- **Coming Congressional action:** The Senate Subcommittee on Education, Arts, and the Humanities has scheduled a hearing on the program for May 9. The House Subcommittee on Postsecondary Education will hold hearings on the program May 30 and June 4.

Athletics

Sidelines

When Rex Lee was chosen to lead a committee to review the National Collegiate Athletic Association's enforcement policies, critics were quick to note that he had represented the association before the U.S. Supreme Court in a 1988 hearing on the investigative process. In January 1989 the Court upheld the N.C.A.A.'s right to enforce its rules, deciding against Jerry Tarkanian, the men's basketball coach at the University of Nevada at Las Vegas.

The critics charged that because Mr. Lee previously had defended the association's enforcement policy—and reportedly earned more than $100,000 for doing so—he could not be expected to be objective in his present position.

Even some supporters of the N.C.A.A. questioned the choice, wondering why the association would open itself up to charges of bias, even if unwarranted.

But Richard D. Schultz, the N.C.A.A.'s executive director, pointed out another fact that may mollify some of the critics. He noted that in 1984, when Mr. Lee was U.S. Solicitor General, he sided with the Universities of Georgia and Oklahoma in an antitrust suit against the N.C.A.A.

The Supreme Court ruled that the N.C.A.A.'s dominance of the televising of college football games constituted a monopoly, and struck down the association's television plan. The United States, led by Mr. Lee, supported the colleges in their challenge of the N.C.A.A.

"Beating the N.C.A.A. there was much more devastating than whatever role he played in the Tarkanian case," said Mr. Schultz.

Mr. Schultz added that Mr. Lee's experience as president of Brigham Young University and as Solicitor General made him the right choice to lead the committee.

■

Oral Roberts University announced last month that it planned to rejoin the N.C.A.A., which it quit in 1989 because of financial difficulties.

Richard Roberts, the university's vice-president and son of the evangelist for whom the university is named, said: "Our financial condition in our athletic department is in order. I feel that our return to the N.C.A.A. will be good for O.R.U., good for our supporters, and good for Tulsa," the university's home town.

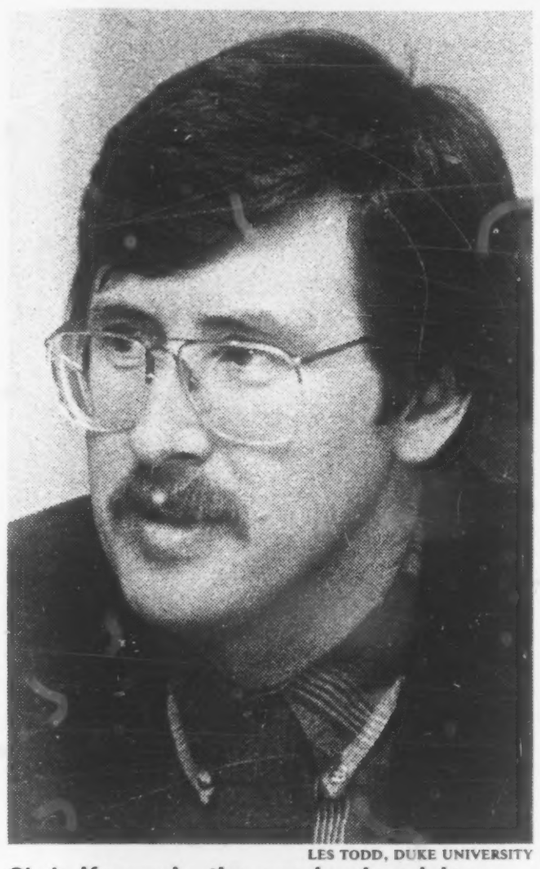
Just because the university seems to have licked its financial problems does not mean it will be totally in the clear if it joins the N.C.A.A. in 1993, as it hopes to do.

In the weeks after the university announced its decision to leave the N.C.A.A. for the National Association of Intercollegiate Athletics, news reports indicated that the association's investigators had been looking into possible abuses in the Oral Roberts program.

Presumably, that investigation would resume if the university tried to rejoin the N.C.A.A.

SYRACUSE UNIVERSITY

David Smith, Syracuse's admissions director: "We're talking about people who fit into an overall range, although they may be in the lower end of the range."



LES TODD, DUKE UNIVERSITY

Chris Kennedy, the academic adviser for Duke's athletes: "There's a standard that's never going to be violated: Can the kid graduate?"

7 Private Institutions Say They Do Not Use Special-Admissions Rules for Any Students

By DOUGLAS LEDERMAN

Seven private institutions responding to a *Chronicle* survey reported that they accepted no special-admission students among either athletes or other students. All seven—Duke, Northwestern, Southern Methodist, Stanford, and Vanderbilt Universities, Boston College, and the University of Notre Dame—said they considered every student individually.

Officials at Syracuse University said it admitted 59 students two years ago in a state-financed program for disadvantaged students, but had no other special admits.

None of those institutions, however, suggested that they made no exceptions for athletes in the admissions process.

What Criteria for Admission?

"Private schools can say, 'No, we don't have any special admits,' " said Cynthia Patterson, assistant athletics director for compliance and academic services at Southern Methodist University. "But to say that athletes are admitted using the same processes or same criteria as other matriculants, that's just not true."

Officials at most of the colleges that report no special admissions said they considered many other things besides academic performance when judging applicants.

Duke University, for instance, weighs what it calls an applicant's "positive energy" in deciding whether he or she is fit for admission. Chris Kennedy, the academic adviser for Duke's athletes, said that under the concept of positive energy, the university looks at a student's "special talents and accomplishments," and seeks to gauge the student's potential contribution to the university outside the classroom. Talent in athletics is often a factor.

As a result, Mr. Kennedy said, "the average scores for athletes, and particularly football and basketball players, are going to be lower than for other students."

"But there's a standard that's never going to be violated: Can the kid graduate?" Mr. Kennedy said. "That's why we don't say here's the cutoff, a 950 S.A.T. and a 3.2 G.P.A. A kid is a much more complicated entity than that, in admissions."

Most 'Special Admits' Were Athletes

None of the 59 "special admits" who entered Syracuse in 1989-90 were athletes, said David Smith, the admissions director.

But Mr. Smith added that Syracuse had admitted some athletes whose high-school grades and test scores "fell somewhere between Proposition 48 and what we would otherwise expect." In other words, the academic qualifications of those students fell short of the university's general standards but exceeded the minimum requirements set by the National Collegiate Athletic Association for participation by freshmen: a 2.0 grade-point average in 11 core-curriculum courses and a 700 on the Scholastic Aptitude Test.

"I get nervous when people look for numerical parity. Where we draw the line is in making a judgment that the person can come here and be successful. That's what we do."

He added: "If an institution is involved in the routine welcoming of young people who at the outset are understood to be hopeless, that's a problem. But in the vast majority of cases, that's not what we're talking about."

"I get nervous when people are looking for numerical parity in this area. Where we draw the line is in making a judgment that the person can come here and be successful. That's what we do." ■

Special Admissions for Athletes Found to Be Widespread

Continued From Page A1

meaningful degrees, they argue, how they were admitted is relatively unimportant.

But a consensus is slowly forming among college administrators and sports officials alike that athletes should be treated like other students whenever possible.

For instance, a certification program that has been proposed by the N.C.A.A.'s executive director, Richard D. Schultz—and endorsed in March by the Knight Foundation Commission on Intercollegiate Athletics—would compare the performance of an individual college's athletes in a number of areas with the institution's other students.

That would mean requiring a college to offer special admission to roughly the same proportion of athletes as of other students.

"The make-up of the entering freshman class of athletes would have to match the entering class for the rest of the university," says Mr. Schultz. "If 10 per cent of the entering class are special admits who do not meet normal admission requirements but are admitted anyway, athletes' special admission could not exceed that number."

Judging by the data in *The Chronicle*'s survey, many Division I-A colleges fall short of that mark. Of the 73 Division I-A colleges that said they had made exceptions in admissions, all but 9 had made exceptions for a greater proportion of athletes than of other students.

Thirteen of the 73 colleges reported that the proportion of athletes admitted under special standards was at least 10 times as high as the proportion of special exceptions made for all students.

An additional 35 colleges said they had admitted at least five times the percentage of athletes under special admissions standards as they did other students.

Pressure for Accountability

Pressure has been building on the N.C.A.A. and its members to provide more accountability about the academic progress of their athletes.

However, the group's response to most problems—setting more national rules that impose the same requirement on all colleges—is difficult in such areas as admissions because the colleges' missions and standards vary widely. Colleges also say such national regulations infringe on their autonomy.

"It's such a quagmire to try to legislate, because it's so institution-specific," said Thomas K. Hearn, Jr., president of Wake Forest University. "It's almost impossible to try to find some kind of common formula."

The N.C.A.A. defines special admits as athletes who did not meet a college's "regular, published entrance requirements but were admitted under special authority," according to the directions that accompany the 1990-91 academic-reporting forms.

That means something different to virtually every college—a fact that makes comparisons difficult, if not impossible.

Some institutions in Division I-A—in-

Continued on Following Page

	1	2	3	4	5	6	7	8	9
Texas A&M U.	6,698	358	5.3	80	40	50.0	19	15	78.9
Texas Christian U.	1,152	30	2.6	95	18	18.9	26	14	53.8
Texas Tech U.	3,971	18	0.5	45	3	6.7	20	1	5.0
Tulane U.	Declined to respond								
U. S. Air Force Academy	1,235	0	n/a	304	0	n/a	45	0	n/a
U. S. Military Academy	1,264	0	n/a	302	0	n/a	146	0	n/a
U. S. Naval Academy	1,333	0	n/a	258	0	n/a	91	0	n/a
U. of Akron	3,655	0	n/a	62	0	n/a	15	0	n/a
U. of Alabama	3,187	9	0.3	60	6	10.0	21	3	14.3
U. of Arizona	5,491	228	4.2	49	7	14.3	18	3	16.7
U. of Arkansas at Fayetteville	2,549	0	n/a	76	0	n/a	22	0	n/a
U. of California at Berkeley	3,915	251	6.4	207	48	23.2	21	17	81.0
U. of California at Los Angeles	4,411	239	5.4	108	49	45.4	35	18	51.4
U. of Cincinnati	4,849	0	n/a	111	0	n/a	36	0	n/a
U. of Colorado at Boulder	3,601	512	14.2	80	36	45.0	29	20	69.0
U. of Florida	4,215	135	3.2	82	26	31.7	26	18	69.2
U. of Georgia	4,049	475	11.7	68	29	42.6	26	17	65.4
U. of Hawaii	2,175	100	4.6	73	18	24.7	25	11	44.0
U. of Houston	2,866	109	3.8	63	23	36.5	16	15	93.8
U. of Illinois at Urbana-Champaign[1]	5,254	898	17.1	105	90	85.7	39	36	92.3
U. of Iowa	3,612	241	6.7	121	22	18.2	34	10	29.4
U. of Kansas	3,730	100	2.7	87	5	5.7	31	5	16.1
U. of Kentucky	2,789	42	1.5	77	31	40.3	19	14	73.7
U. of Louisville	2,238	44	2.0	94	0	n/a	30	0	n/a
U. of Maryland at College Park	3,341	124	3.7	130	18	13.8	30	15	50.0
U. of Miami	Declined to respond								
U. of Michigan	4,894	0	n/a	123	0	n/a	27	0	n/a
U. of Minnesota –Twin Cities	3,925	0	n/a	135	0	n/a	32	0	n/a
U. of Mississippi	1,845	87	4.7	55	9	16.4	19	6	31.6
U. of Missouri at Columbia	4,000	155	3.9	82	5	6.1	25	1	4.0
U. of Nebraska	3,725	0	n/a	140	0	n/a	69	0	n/a
U. of Nevada at Las Vegas	1,255	44	3.5	41	1	2.4	0	0	n/a
U. of New Mexico	1,917	168	8.8	54	5	9.3	18	4	22.2
U. of North Carolina at Chapel Hill	3,191	94	2.9	137	25	18.2	29	15	51.7
U. of Notre Dame	1,842	0	n/a	170	0	n/a	26	0	n/a
U. of Oklahoma	2,421	48	2.0	78	17	21.8	23	6	26.1
U. of Oregon	2,033	84	4.1	51	13	25.5	17	9	52.9
U. of the Pacific	556	0	n/a	72	0	n/a	22	0	n/a
U. of Pittsburgh	Declined to respond								
U. of South Carolina	2,733	22	0.8	85	12	14.1	26	8	30.8
U. of Southern California	2,923	65	2.2	88	31	35.2	32	22	68.8
U. of Southern Mississippi	1,297	75	5.8	64	11	17.2	22	11	50.0
U. of Tennessee at Knoxville	3,390	10	0.3	81	1	1.2	27	1	3.7
U. of Texas at Austin[1]	6,760	226	3.3	85	68	80.0	25	25	100.0
U. of Texas at El Paso	4,974	334	6.7	36	2	5.6	21	2	9.5
U. of Toledo	5,139	0	n/a	75	0	n/a	22	0	n/a
U. of Tulsa	541	66	12.2	48	16	33.3	24	13	54.2
U. of Utah	Declined to respond								
U. of Virginia	2,574	0	n/a	89	0	n/a	23	0	n/a
U. of Washington	3,362	507	15.1	91	60	65.9	34	28	82.4
U. of Wisconsin at Madison	5,058	70	1.4	129	15	11.6	26	10	38.5
U. of Wyoming	1,635	62	3.8	93	1	1.1	46	1	2.2
Utah State U.	Declined to respond								
Vanderbilt U.	1,336	0	n/a	55	0	n/a	25	0	n/a
Virginia Polytechnic Institute & State U.	4,217	9	0.2	113	9	8.0	39	9	23.1
Wake Forest U.	931	29	3.1	80	13	16.3	24	12	50.0
Washington State U.	2,541	158	6.2	88	15	17.0	34	14	41.2
West Virginia U.	3,671	16	0.4	183	3	1.6	36	3	8.3
Western Michigan U.	3,419	250	7.3	61	11	18.0	19	6	31.6
Totals	**302,861**	**12,563**	**4.1%**	**9,404**	**1,644**	**17.5%**	**2,754**	**748**	**27.2%**

† Declined to provide this information.

[1] Miami, Illinois, and Texas automatically declared most athletes as special admits because their applications were received after the university's normal deadline for applications.

[2] Rice automatically declared all athletes as special admits, regardless of their academic credentials.

Special Admission for Athletes Found to Be Widespread

Continued From Preceding Page

special admissions at all. About two-thirds of those colleges are public universities that have open admissions and hence accept almost everyone who applies. The others are private universities that consider each applicant on a case-by-case basis, and have no published admissions cutoffs.

A Variety of Procedures

Just because an institution says it has no special standards or policies for athletes, however, does not mean that its athletes fit the profile of the overall student body.

For example, football and men's basketball players at the University of Michigan, which lists no special admits, entered college in fall 1989 with an average Scholastic Aptitude Test score of 957, about 250 points below the average for all Michigan freshmen that year. (A perfect score is 1,600.) The average score of Michigan's football and basketball recruits on the American College Testing Program's standardized test was about 20, compared with 27 for all students.

The University of Virginia also lists no special admits in the 1989-90 academic year. But freshman football and basketball players who entered the university that year averaged 924 on the S.A.T., about 300 points below the average for all first-year students.

Just as potentially misleading as the colleges that list no special admits are those that list nearly all of their athletes as special admits. All athletes at Rice University, for instance, are automatically declared to be special admits, whether or not they meet the university's regular admissions standards. This is done, said Julie Griswald, an academic adviser to athletes, because the timing of the recruitment process for athletes virtually insures that they will miss the university's normal deadline for applications.

"Part of the reason athletes are special admits is for timing and part of it is because the academic standards are different," she said. "But I can't tell you which of the athletes would have been admitted under our regular admissions." ■

Florida State U. Adopts Tougher Rules on Admitting Underprepared Athletes

Like many of the public universities in Division I-A of the National Collegiate Athletic Association, Florida State University granted special admission to a much higher proportion of its athletes (50.7 per cent) than other students (5.6 per cent) in 1989.

But the days when "just about anybody with a decent academic record" could play sports at Florida State are past, says Pete Matarko, the director of admissions.

He and other Florida State officials say that the university is becoming much stingier in its admission of underprepared athletes, and that the faculty committee that oversees admissions has a new policy that ties the number of future exceptions to the classroom success of past "special admits."

"I predict that in 1991 you're going to see a drastic reduction in the numbers that are special admissions," said Mr. Matarko. "The admissions committee is getting tougher, and coaches realize it is getting harder to justify having those people come into the university."

Just a decade ago, Florida State had virtually open admissions, says Mr. Matarko. In the early 1980's, however, the university began to raise its admissions standards, imposing tougher requirements than the minimums ordered by the State Board of Regents.

By last year, most applicants were expected to attain at least a B-plus high-school average and to score at least 24 on the American College Testing Program's standardized tests. The average A.C.T. score for incoming freshmen in 1989 was 23; the average Scholastic Aptitude Test score was 1050.

As the admissions standards have increased, Florida State, in an effort to diversify its student body, has made a set number of exceptions in a number of different groups each year. Anyone who does not meet the regular admissions standards must be considered by the faculty committee.

About half of the special admits each year are participants in the university's Horizons Unlimited, an outreach program for underprivileged and underprepared students. Male and female athletes are the next-biggest group; dancers, artists, musicians, and a few others make up the rest.

The toughened standards have widened the gap between the academic performance of athletes and other students. Florida State's incoming football and basketball recruits in 1989-90 had an average S.A.T. of 751, about 300 points below the average for the freshman class.

Careful Monitoring

A few years ago, Mr. Matarko says, the faculty admissions committee began holding directors and deans directly responsible for the academic performance of those admitted to their programs, especially those who fell short of the normal admissions standards.

"We monitor very carefully how the students we admit do in all these programs," said Ed Mellon, a chemistry professor and department chairman who also heads the faculty admissions panel.

From coaches, says Mr. Matarko, the committee wants to know, "What are you going to personally do to keep this person in school?"

In the future, "for every group of admits, we're going to be looking at the performance rate of the past group," says Mr. Matarko. "A sport that had a 20-per-cent graduation rate is going to have a much tougher time getting its people through than a sport that had a 60 per cent rate."

—DOUGLAS LEDERMAN

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Some physicists are criticizing studies that purport to show links between cancer and low-level electromagnetic fields: Page A5.

Financing of fellowships in the humanities has increased slightly since 1983, but fewer scholars are receiving grants and the awards are worth less, a study has found: Page A15.

In this tight budget year, students are streaming to State Houses to lobby against tuition increases and for student aid: Page A21.

More universities are withdrawing charges they made to the government for the overhead costs of federally supported research: Page A21.

Designed and taught by undergraduates, a course at George Washington U. aims to turn students into active learners: Page A31.

Issues of equity remain as the College of William and Mary copes with a controversy that erupted when it tried to drop women's basketball and several other sports: Page A37.

The first American university in Eastern Europe is scheduled to begin offering classes in Bulgaria in the fall: Page A39.

The Central European University, a new institution with "elitist" goals, is ready to open in Prague: Page A39.

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'OF SIGNIFICANT CONCERN'

In Washington, Outlook for Colleges Worsens as Bad Publicity Abounds

By THOMAS J. DeLOUGHRY
WASHINGTON

College officials knew 1991 would be a tough year in Washington. A budget agreement signed last fall insured that advocates of student aid and more research spending would have to fight each other—and other domestic interests—for any meager increases that might be available.

But some officials and Congressional aides say the outlook has gone from bad to worse in the last few months, as colleges have suffered from negative publicity on a number of fronts. Reports that several leading universities have overcharged the government for the overhead costs associated with federal research have been the most embarrassing, but colleges have also suffered from bad press on student-loan defaults, low graduation rates, allegations of unconstitutional limits on free speech, and controversial affirmative-action policies.

Congressional aides say such negative images of higher education will probably affect this summer's deliberations over the 1992 budget. Some worry that the problems will also keep the reauthorized versions of the Higher Education Act from receiving widespread support when they are passed from committees to the House and Senate floor late this year or early in 1992. Broad support for the legislation is seen as crucial in attracting more money for aid programs in the future.

Debate Over Tactics

"I wouldn't call it a crisis, but I would call it a matter of significant concern," says one Democratic aide.

Some Congressional aides say college officials must push their interests and those of their students by becoming more vocal on Capitol Hill. Other observers, however, say that college officials need to solve their problems be-

Continued on Page A26

U.S. Plans Policies to Fight Harassment and Bias at Colleges

Civil-rights office seeks to protect students, bar age discrimination

By SCOTT JASCHIK
WASHINGTON

The Education Department's Office for Civil Rights is planning to develop new policies next year to prevent sexual harassment of college students and age discrimination in admitting people to graduate and professional schools.

In addition, the department will soon complete previously announced projects to help colleges deal with incidents of racial harassment and to prevent sex discrimination in athletics programs. As part of the latter effort, the department is starting six compliance reviews, in which the sports programs of high schools and colleges will be closely analyzed for possible illegal discrimination.

Weathering a Storm of Criticism

Two of those reviews will be at Iowa State University and Western Carolina University. The department would not reveal the sites of the other reviews last week because the institutions had not yet been notified.

Michael L. Williams, Assistant Secretary of Education for civil rights, discussed the efforts in an interview last week. He said the civil-rights office had weathered the storm brought on in December by

Continued on Page A26

Giving to Higher Education Up 10% in 1989-90, but Some Say Recession Is Now Affecting Gifts

By LIZ McMILLEN

Private contributions to the nation's colleges and universities rose 10 per cent in 1989-90, but prospects for the current year are not as bright. Some college fund raisers report that the recession has curbed charitable giving to their institutions, especially by major donors.

Total giving to colleges and universities increased to an estimated $9.8-billion in fiscal 1990, the second year of recovery from a 3.5-per-cent drop in 1988, one of the few such declines in the past 30 years. Taking inflation into account, overall giving grew by 5 per cent.

The latest figures, released last week by the Council for Aid to Education, cover the year ending June 30, 1990. Hence they do not include the period in which most economists say the recession began. A few college fund raisers said they expected their institutions to raise less in 1990-91 than they did last year.

'People Are Concerned'

"We are not going to reach $111-million this year unless something extraordinarily unusual happens," said Robert J. Haley, vice-president for development and alumni relations at the Johns Hopkins University, which raised nearly $112-million last year, a 33-per-cent increase over the previous year. The university had a good year in

Continued on Page A29

What Professors Think: Results of a Survey

- They feel tension between their teaching and research roles.
- They are critical of students' academic abilities and preparation.
- They say their institutions place a high value on prestige.

STORY AND FACT FILE ON PAGES A16-17

Student Lobbyists 'Set the Tone of Priorities' for New Higher-Education Act

By BENJAMIN SCHONBERGER
WASHINGTON

In a city that has scores of lobbyists for higher education, Selena Dong of the United States Student Association is the only one who works solely on behalf of America's 13 million college students.

Squeezed with seven other people into the cluttered office of "the nation's oldest and largest student organization," Ms. Dong sits in a tattered chair at a desk piled high with newsletters, legislative updates, and little yellow notes with phone numbers scrawled on them. She apologizes for the computer on a table by the window: "That's mine," she says, smiling. "I brought that with me when I came to work here."

Julius A. Davis, president of the U.S.S.S.A. and a junior at the State University of New York at Albany, agrees that the association has little in common with slick, high-powered lobbying groups that stalk Capitol Hill. "We don't have the money of the gun lobby, and we don't own land, and, according to the people who are in office, students don't vote," he says.

But, Mr. Davis says, "whether people like it or not, we're the only student voice on the Hill. You can take it or leave it."

These days, more people are taking it. Buoyed by the remarkable success of a recent, U.S.S.S.A.-organized Congressional hearing, the student lobby has emerged as a legitimate player in this year's reauthorization of the Higher Education Act.

Says Mr. Davis: "A lot of people who weren't returning our phone calls before are returning our phone calls."

At the March hearing, which one Congressional staff member called "one of the best we've had in a long time," 10 students gave inspired testimony about the inadequacy of student aid. The hearing clearly

Continued on Page A22

MARGINALIA

Our March 27 attempt at humor in commenting on a couple of people's mistakes in spelling *its* and *it's* has brought us enough mail to warrant this note: We were just joking, folks, when we wrote at the end of the items, "Its wonderful to hear that" and "*Thats* wonderful to hear, too."

Wrote one reader: "*The Chronicle of Higher Education* should do a better job in 'proofing' its copy material. I could not believe the number of grammatical errors found in 'Marginalia.' Apparently, the writer (the proofer, too) doesn't know the difference between 'contractions' and 'possessions' [*sic*]."

■

A college that shall be nameless, for the protection of the person who squealed to us, has received this letter from the sheriff of Taney Country, Mo., addressed to "Mr. Public Relations Ofc':

"I am writing to you, Mr. Ofc . . .

". . . because I believe you are a law abiding citizen who has worked hard for what you have. I also believe you are fed up with those people who turn to crime.

"It's getting to be more often that I witness the lawless and criminal activities of persons who have little respect for the law. Tax dollars to fight them only go so far and competition is getting stronger every day.

"The Sheriffs of Missouri want to see tougher laws for criminals, longer prison sentences, mandatory life sentences and an overall improvement in our criminal justice system.

"But, we need your help to be successful. . . .

"If you will return the form below with your check for $20 (or more), you will receive by return mail a 1991 membership card, a star decal for your car, and all official publications of the [Missouri Sheriffs'] Association.

"Please, Mr. Ofc, be a part of our efforts and let us hear from you today."

■

From *American Archivist:*

"The workshop mentality also trains us to break archival subject matter into discreet blocks: here's the discussion of appraisal; there's the discussion of arrangement and description; and so on."

We won't tell a soul.

■

Notice on a bulletin board:

Benedictine College
Department of Music & Theatre Arts
presents
Gianni Schicchi
A One Act
Comic Opera
Sung in
English
by Giacomo Puccini

He has a great voice for a 133-year-old.

—C.G.

In Brief

Copies of Entrance Test for Medical School Stolen

AUSTIN, TEX.—Nearly 300 copies of the national examination used by medical schools to evaluate applicants were stolen from the Austin campus of the University of Texas shortly after the test was administered last month. It was the first time the new edition of the test had been used.

Six boxes containing question booklets for the Medical College Admission Test were stolen from a locked storage room in the university's testing center, said a spokesman for the campus police. A window had been broken to gain entry, he said.

The exam had been given earlier in the day to 262 people on the campus. About 25,000 took the nearly-six-hour test at about 480 sites nationwide.

The theft should not affect the selection of next year's medical students, according to a statement by the Association of American Medical Colleges. Scores at all sites will be considered valid. The association declined to comment further except to say it was taking steps to insure that the theft would not affect future examinations. The test is scheduled to be given next in September.

The test had just been revised to include an essay portion. The revisions were designed to encourage prospective students to study more than science-related subjects.

American College Testing, which administers the exam, has sent a test-security expert to assist the university police with the investigation.

State Employees' Strike Ends in Montana

HELENA, MONT.—A five-day strike by more than 5,000 Montana public employees that had disrupted operations at all six of the state's four-year colleges and universities ended last week.

The employees, including many working at prisons and hospitals, voted to return to work when Gov. Stan Stephens signed a compromise bill granting raises of $1.15 an hour over two years.

Among the campus members of the Montana Public Employees Association were custodial workers, physical-plant employees, and secretaries.

Faculty members at the state's colleges and universities do not belong to the employees' union, but many of them honored picket lines and did not hold classes.

Naval Academy Vessel Sinks After Collision

ANNAPOLIS, MD.—A U.S. Naval Academy training sloop sank in the Chesapeake Bay after it collided with a coal barge. One midshipman was thrown overboard and sustained the only reported injury. She was treated for hypothermia.

Attempts to recover the 60-foot training vessel were continuing last week, and the Navy hoped to salvage the boat soon, said Carol Feldman, the academy's director of public affairs. The sloop sank in 50 feet of water near the mouth of the Patuxent River, about 50 miles south of Annapolis.

The sloop, *American Promise*, was on an overnight training mission with a crew of three officers and nine midshipmen when it collided with the barge. The Navy is investigating the accident.

2-Year College Instructors Strike in Washington

DES MOINES, WASH.—Faculty members at Highline Community College here went on strike for two days to protest budget cuts, pay levels, and proposed cuts in health benefits.

At Spokane Community College and Spokane Falls Community College, instructors walked out for one day.

At Highline, faculty members voted to return to work the day after being ordered by a King County Superior Court judge to end their planned five-day strike. Judge Norman Quinn said state law clearly forbade such strikes.

Members of the Highline Community College Education Association, which represents 102 of the college's 135 full-time and approximately 250 part-time instructors, voted to end their strike after its second day. Highline faculty members will lose two days' pay as a result of their walkout.

Faculty members at Spokane and Spokane Falls Community Colleges voluntarily returned to work.

Ex-Employee Fires Shots at U. of Mich. Building

ANN ARBOR, MICH.—A former employee of the University of Michigan, angry that he was unable to secure disability benefits from the institution, fired 19 shots from a semi-automatic rifle into the main administration building.

Roger Guiles fired at the Fleming Administration Building before dawn. A security guard was the only person in the building at the time. He was not hurt.

Mr. Guiles worked as a writer, research associate, and conference planner at the university's Institute of Science and Technology from 1979 to 1987. He left his job because he said he had chronic fatigue syndrome, and he sued for disability payments.

Police apprehended Mr. Guiles and he is being held in the Washtenaw County Jail. The bullets he fired at windows and doors caused from $10,000 to $20,000 in damage, a spokesman said.

Graduate Students Strike at Santa Cruz

SANTA CRUZ, CAL.—Graduate-student employees at the University of California at Santa Cruz staged a two-day walkout last week to urge the university to give their union collective-bargaining rights.

As many as 75 per cent of classes were canceled as a result of the action, according to union leaders. University officials said they had not counted the cancella-

Inquiry at Prairie View Leads to New Indictments

HEMPSTEAD, TEX.

A continuing investigation into charges of misconduct at Prairie View A&M University has resulted in more than a dozen new indictments against current and former employees and students.

Ten of the indictments handed down by a Waller County grand jury last week relate to the disappearance of nearly $41,000 in university funds. Among those indicted on a variety of charges, including theft, were Louis Rodriguez, former assistant to the vice-president for fiscal affairs and audits, and Freddie Williams, a former head teller in the university's business office.

The audit that resulted in the indictments was requested by the university's president, Julius W. Becton, Jr., and covered the period from August 1989 through November 1990. Mr. Becton took over as president in December 1989.

In a separate matter, the grand jury indicted the university's international student affairs adviser, Farquema Amadu Sirleaf, and three Prairie View students. Investigators said that some foreign students had paid bribes to Mr. Sirleaf to have their grades changed and to win eligibility for lower, in-state tuition. Mr. Sirleaf is charged with tampering with government records, bribery, and official misconduct. Investigators said more charges were expected.

Eddie J. Davis, deputy chancellor for finance and administration of the Texas A&M University System, said "procedures and management oversight were lax" in recent years, but added that "solid progress" was being made.

—KATHERINE S. MANGAN

Institute Chief's CIA Sabbatical Causes Campus Furor

ROCHESTER, N.Y.

A student group at the Rochester Institute of Technology is calling for the resignation of the university's president because of his work in recent months for the Central Intelligence Agency.

President M. Richard Rose has been on a four-month sabbatical leave since February, working for the C.I.A. at its headquarters in Langley, Va. He is studying the agency's future personnel requirements and its training and education needs. Mr. Rose, a retired Marine reservist, worked in the Nixon Administration as Deputy Assistant Secretary of Defense for training and education.

Mr. Rose said he had been thinking about taking a leave from the university when he was contacted by the agency during the Persian Gulf war. He said he had been asked to return to active duty for a military assignment of six months or more, but declined because of the time commitment.

Initially he was not authorized to tell the campus community that he would be working for the C.I.A. because he thought he would be operating under military orders. Mr. Rose said he viewed the time at the C.I.A. as an opportunity to serve his country.

Work Called 'Incompatible'

A student group called the R.I.T. Community for Peace and Justice is circulating a petition that calls for Mr. Rose's resignation and contends that his work for the agency is "incompatible" with academic freedom. The group is also asking that C.I.A. recruiters be banned from the campus and calling for the removal of a C.I.A. agent who is currently pursuing a doctorate at the institute. The C.I.A. has agents called "officers-in-residence" who are pursuing advanced degrees on about 12 U.S. campuses.

Jack F. Smith, the institute's vice-president for communications, said the agent studying at R.I.T. was getting his doctorate in imaging science and does not teach, lecture, or recruit on the campus. "It's similar to any industry sending a graduate student to study here," he said.

Adrian S. White, student-body president, said the student government was waiting to get more information about the controversy and did not support the call for Mr. Rose's resignation at this time.

Tom Gosnell, chairman of the institute's Board of Trustees, said the board supported Mr. Rose's decision to work at the agency.

—DENISE K. MAGNER

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Personal & Professional

'In' Box

Was there ever a golden age when teaching reigned supreme at universities, or is it a myth?

That question was posed by Derek Bok, the president of Harvard University, at the annual meeting of the American Council of Learned Societies last month.

Mr. Bok noted that a 1939 report on teaching at Harvard concluded that "the difficulty with Harvard teaching is that the personnel is not selected or advanced with teaching ability as a major consideration; and since it is not believed by instructors to be a major criterion, they do not devote sufficient time and thought to teaching." The problem, he said, is not that teaching has slipped, "but that now, as in the past, there is ample room for improvement."

Among other things, he said, Harvard has taken steps to make sure that foreign instructors have strong English skills and that faculty members are more carefully evaluated. Soon it plans to use teaching portfolios—a collection of materials that document a professor's teaching skills.

Mr. Bok also suggested that while it has become customary to link the neglect of teaching with expectations for research, the two are in fact separate problems. Professors who publish aren't necessarily worse teachers and may in fact be better ones, he said. Nonetheless, he acknowledged that many professors believe the current faculty-reward system places a premium on the quantity of scholarly work produced. "To me that's appalling," he said.

■

After Mr. Bok spoke, Sylvia Grider, an associate professor of anthropology and history at Texas A&M University, got in a few words—and laughs—on behalf of professors.

Despite the recent wave of enthusiasm for teaching expressed by several major research universities, including Harvard, Ms. Grider said the pressure to "publish or perish" had alienated many professors from administrators.

Ms. Grider, who is also president-elect of the American Folklore Society, turned to her discipline—whose members specialize in interpreting traditions—to demonstrate her point. Anti-administration jokes, she said, are among the most common oral traditions in academe.

Ms. Grider said she appreciated the new emphasis on teaching but worried that some jokes she had heard, maligning the profession, revealed how people really feel.

For example: "Do you know what an assistant dean is? A mouse in training to be a rat." And to the familiar expression "Those who can, do; those who can't, teach," she added this one: "Those who can't teach, teach teachers."

There were a few others: "The rich get richer, the poor get teachers." And finally: "Jesus Christ was a good teacher, but he didn't publish."

Professors Feel Conflict Between Roles in Teaching and Research, Say Students Are Badly Prepared

Survey of 35,000 faculty members at 392 colleges shows 37% think tenure is an 'outmoded' concept

By CAROLYN J. MOONEY

College and university professors feel a conflict between their teaching and research roles, believe their students are badly prepared academically, and think their campuses place a high priority on institutional prestige, a nationwide survey has found.

The survey, conducted by the Higher Education Research Institute at the University of California at Los Angeles, examined faculty opinions on a broad range of issues, including teaching, values, political orientation, and the quality of professors' personal lives. It was based on responses from 35,478 professors at 392 institutions.

A report of the study, "The American College Teacher," also included these findings:

- Thirty-seven per cent of all professors—and 29 per cent of those with tenure—felt tenure was an "outmoded" concept.
- Faculty members felt the most stress from time pressures and the lack of personal time.
- Despite their concerns, 83 per cent of professors felt they had considerable autonomy in their jobs and would choose the same profession if they had to make the choice again.
- Most professors described their political views as "moderate" or "liberal." The results broke down this way: "moderate," 40 per cent; "liberal," 37 per cent; "conservative," 18 per cent; "far left," 5 per cent; and "far right," 0.4 per cent. Those at two-year colleges tended to be more conservative, with 25 per cent describing themselves that way.
- One-fifth of all professors—and 27 per cent of those at two-year colleges—said campuses had the right to ban speakers with "extreme" views. At public universities, the proportion fell to about 12 per cent.
- Only 12 per cent of all professors—but more than one-fifth of those at public universities—felt there was a lot of racial conflict at their institutions.
- Only 11 per cent of all professors—and 8 per cent of those at two-year colleges—said they used readings on issues relating to race or gender in most of their undergraduate courses. Yet more than one-third thought many courses at their institutions included a minority perspective.

Professional goals noted as essential or very important

Engage in research	58.5%
Engage in outside activities	52.5
Provide services to the community	43.4
Participate in committee or other administrative work	29.2
Be a good colleague	80.0
Be a good teacher	98.2

SOURCE: 1989-90 H.E.R.I. FACULTY SURVEY

"One big surprise—and a disappointment—was that faculty seem to be very critical of their students' academic abilities and preparation."

The findings, along with data from recent faculty surveys conducted by the Education Department and the Carnegie Foundation for the Advancement of Teaching, help provide a clearer portrait of the nation's professoriate than was available previously. The information is expected to be useful to higher-education officials who are under pressure to improve undergraduate education, and who are concerned about a future shortage of high-quality professors.

Examining Attitudes and Values

The latest survey used data from institutions that also take part in the U.C.L.A. institute's annual freshman survey (*The Chronicle*, January 30).

Alexander W. Astin, a professor of higher education at U.C.L.A. and a co-author of the report, said the survey team especially wanted to examine attitudes about teaching strategies and values, since little information was available on those subjects. He said the survey would help higher-education officials see how professors view students and thus influence the learning process.

"One big surprise—and a disappoint-

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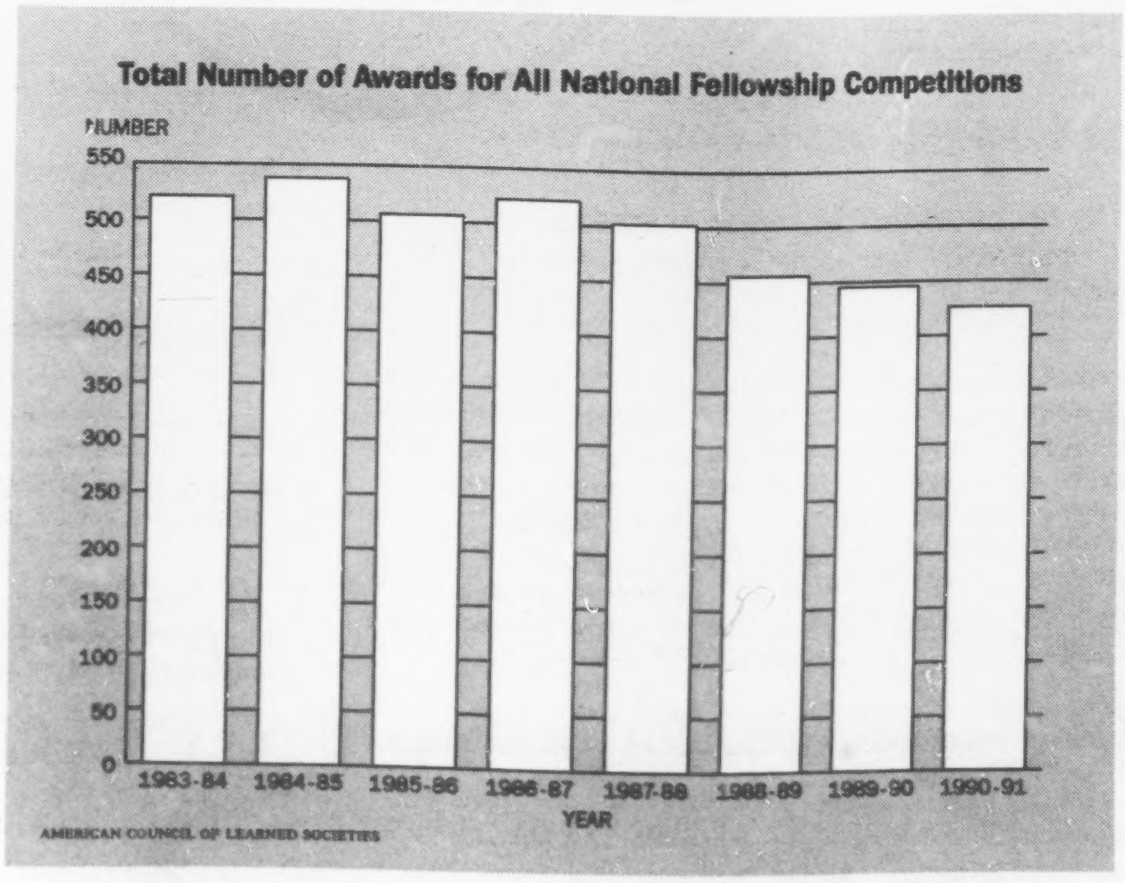
Humanities Fellowships Said to Reach Fewer Scholars and Be Worth Less



NEW YORK

Financing of fellowships for humanities scholars has increased slightly since academic 1983-84, but fewer people are receiving grants and their awards are worth less, a study by the American Council of Learned Societies has found.

A report of the study, "Fellowships in the Humanities," examined the four major programs that provide research fellowships. They are the National Endowment for the Humanities, which this year is providing 64 per cent of the grant money for such fellowships; the John Simon Guggenheim Memorial Foundation, which is providing 18 per cent; the American Council of Learned Societies, 10 per cent; and the National Humanities Center, 8 per cent.

"In general, the data reported in this document present a depressing picture of declining resources to support the work of individual scholars in the humanities," the report concludes.

For the current academic year, the four

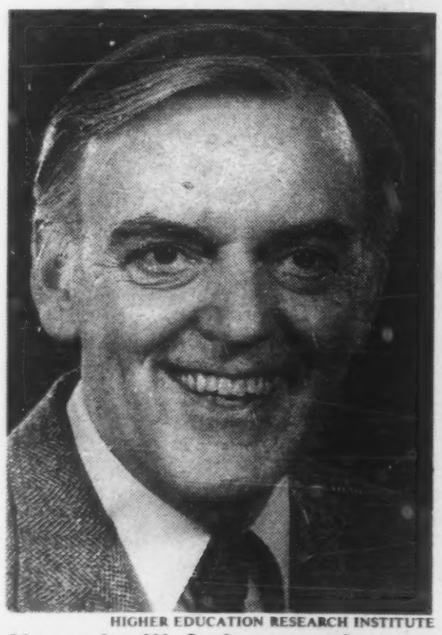
Continued on Page A20

Survey Finds Professors Feel a Conflict Between Teaching and Research Roles

Continued From Preceding Page

ment—was that faculty seem to be very critical of their students' academic abilities and preparation," he said. "This doesn't bode well for faculty-student relations. It's always been difficult for faculty to teach students who are poorly prepared, but when you get down to it, this is our biggest pedagogical problem."

Only 27 per cent of all professors—and 20 per cent of those at two-year colleges—felt students were well prepared academically.



HIGHER EDUCATION RESEARCH INSTITUTE

Alexander W. Astin, co-author of the report: Institutions should consider ways to accommodate professors' individual strengths.

Differing Views on Students

In addition, only 9 per cent of all professors—and just 2 per cent of those at two-year colleges—described most students as "very bright." There was a sharp difference in the way professors at public and private universities answered that question: Only 7 per cent of public-university professors felt their students were "very bright," while more than 35 per cent of their counterparts at private universities thought so.

The faculty responses to that question contrasted sharply with those given by students in the latest freshman survey: More than half of all students rated their academic abilities as "above average" or better.

On the teaching-versus-research issue, the survey found that 27 per cent of all professors—and 44 per cent of those at public universities—felt that demands for research interfered with teaching. That wasn't surprising for research universities, Mr. Astin said. But the fact that a third of the professors at public baccalaureate institutions also shared that view was disturbing, he said. Only 16 per cent of those at private baccalaureate colleges felt research interfered with their teaching.

When asked to describe their institutions' highest priorities, more than three-fourths of all professors cited students' intellectual development.

Mr. Astin said the survey pointed to several problems—particularly the conflict between teaching and research—that administrators could address immediately. If he were an administrator, he said, "I'd start a dialogue about faculty job descriptions, to see which faculty members might like to redefine their jobs. I'd also get more discussion going on institutional values. It's distressing to see so many universities putting emphasis on self-aggrandizement."

He suggested that institutions consider ways to accommodate professors' individual strengths and interests. One strategy, he said, might be to allow professors to concentrate on teaching or research, rather than holding all to the same expectations. In fact, the idea of establishing faculty career tracks is starting to attract interest in academe.

When asked to describe their institutions' highest priorities, more than three-fourths of all professors cited students' intellectual development. Those at private institutions were more likely to consider that a priority. But three-fourths of all professors also felt that increasing or maintaining their institution's prestige was important. The figure climbed to 87 per cent for professors at private universities.

Research Seen as High Priority

At public universities, 80 per cent of professors said conducting research was a high priority. Fewer professors—about 70 per cent—cited students' intellectual development as such.

Nearly half of university professors, meanwhile, thought hiring faculty "stars" was a high priority.

The amount of time professors actually spent in the classroom varied significantly, depending on the type of institution. About half of all university professors—and slightly more than half at private universities—spent from five to eight hours a week teaching. Those at two-year colleges were more likely to spend 13 or more hours teaching. The survey question asked about the actual time spent teaching, rather than the credit hours taught.

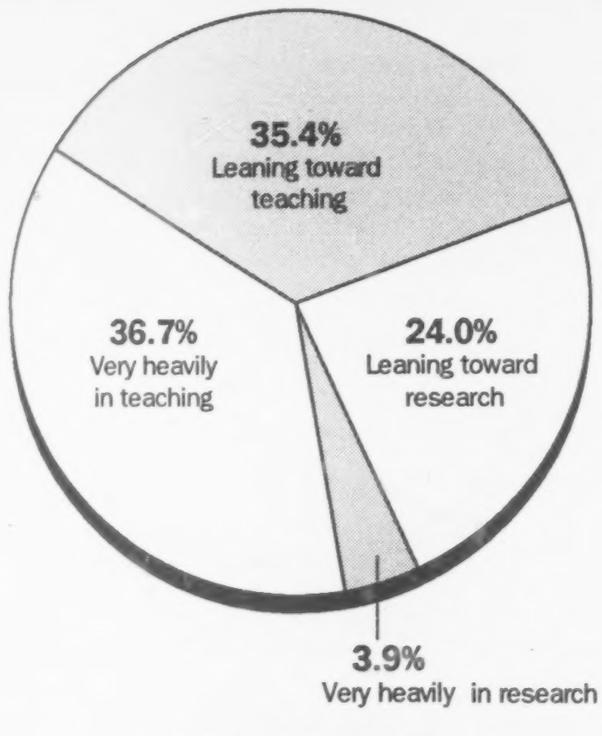
When asked which personal goals were important, professors most frequently cited the following: developing a "philosophy of life," raising a family, helping others in difficulty, and becoming an authority in their fields.

When asked about their main sources of stress, more than 80 per cent cited time pressures and the lack of a personal life. More than 70 per cent of those at universities also cited research demands. And nearly two-thirds of all professors cited household responsibilities and their teaching loads as sources of stress. Women were more likely than men to consider all of the above major sources of stress.

Copies of the survey report, "The American College Teacher," are available for $12, prepaid, from the Higher Education Research Institute, U.C.L.A. Graduate School of Education, 405 Hilgard Avenue, Los Angeles 90024-1521. ■

Faculty Attitudes and Characteristics: Results of a 1989-90 Survey

Primary Interest



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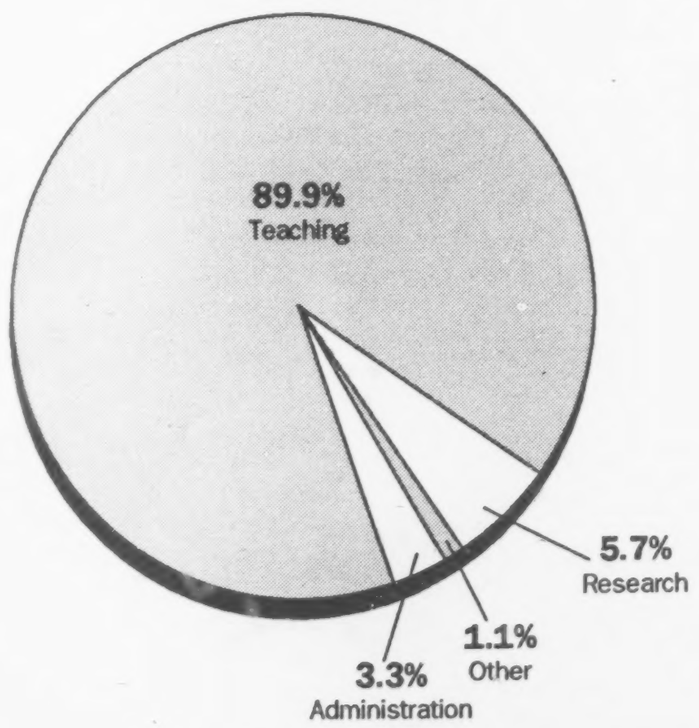


Age on December 31, 1989

Less than 30	2.2%
30-34	8.0
35-39	13.4
40-44	17.3
45-49	18.9
50-54	15.7
55-59	12.8
60-64	8.3
65-69	2.9
70 or more	0.5

Racial and ethnic background

American Indian	0.9%
Asian-American	3.2
Black	4.0
Mexican-American	0.8
Puerto Rican-American	0.4
White	90.4
Other	2.1

Sex

Male	71.2%
Female	28.8

Marital status

Married	75.9%
Separated	1.3
Single, never married	10.9
Single, with partner	2.4
Single, divorced	8.3
Single, widowed	1.2

Highest degree earned

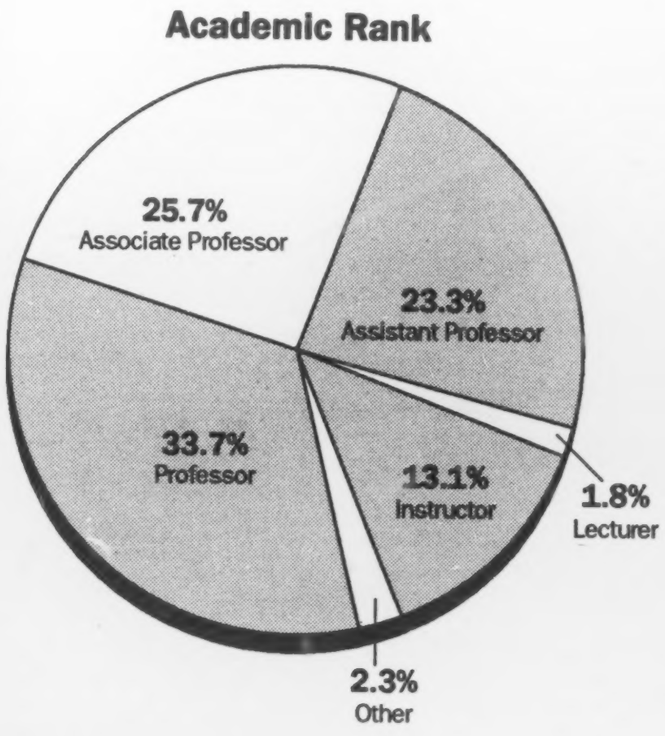
Bachelor's	3.2%
Master's	28.1
LL.B. or J.D.	0.7
M.D. or D.D.S.	0.4
Ed.D.	4.7
Ph.D.	56.3
Other first-professional	0.6
Other degree	4.0
None	2.0

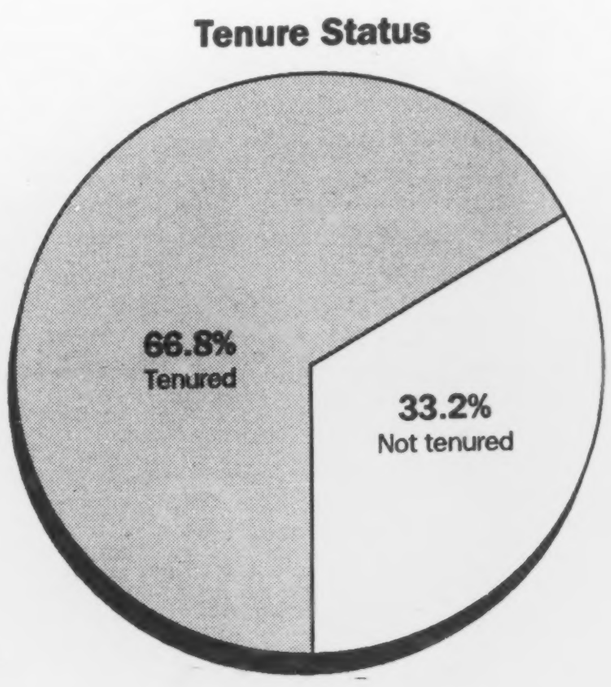
Year highest degree earned

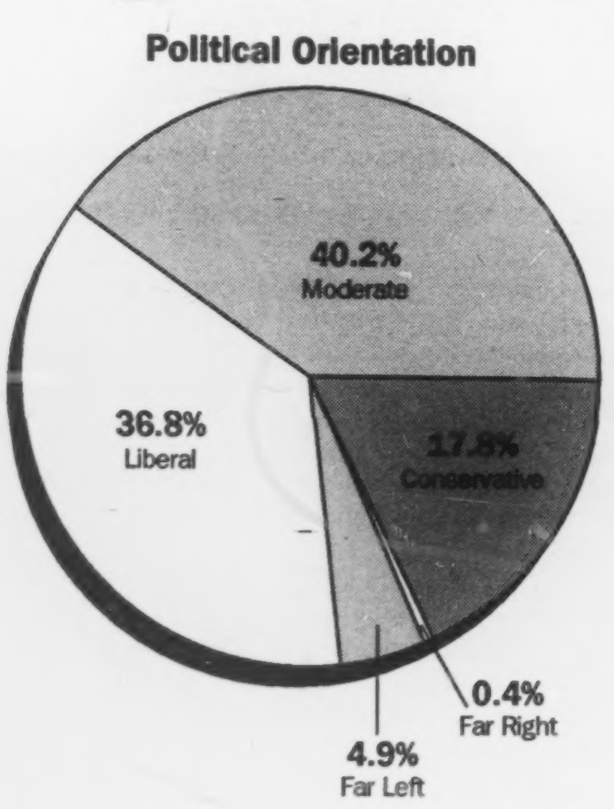
1951 or earlier	2.6%
1952-1956	3.2
1957-1961	5.7
1962-1966	11.3
1967-1971	17.8
1972-1976	18.0
1977-1981	15.6
1982-1986	16.5
1987-1989	9.2

How Professors Spend Their Time

	Proportion reporting number of hours per week								
	0	1-4	5-8	9-12	13-16	17-20	21-34	35-44	45+
Teaching	0.3%	7.2%	26.2%	32.0%	17.6%	10.1%	5.9%	0.5%	0.1%
Preparing for teaching	0.3	8.4	22.9	25.2	17.3	13.8	9.4	2.0	0.7
Research and scholarly writing	20.2	27.9	16.4	12.4	7.3	6.7	6.3	1.8	1.0
Advising or counseling students	2.6	56.6	29.5	8.0	2.0	0.9	0.4	0.1	0.0
Committee work / meetings	4.6	68.8	20.6	4.3	1.1	0.3	0.1	0.0	0.0
Other administration	36.5	38.6	11.5	5.8	3.0	2.3	1.7	0.4	0.2
Consultation with clients or patients	68.8	20.7	6.3	2.2	0.8	0.6	0.4	0.1	0.1







Field of highest degree

Agriculture or forestry	1.4%
Biological sciences	6.1
Business	6.4
Education	15.0
Engineering	5.1
English	6.8
Fine arts	8.3
Health-related	4.8
History or political science	6.5
Humanities	8.2
Mathematics or statistics	5.6
Physical sciences	6.8
Social sciences	12.5
Other technical	1.5
Other non-technical	5.0

Department of current faculty appointment

Agriculture or forestry	1.6%
Biological sciences	5.6
Business	8.6
Education	8.5
Engineering	4.9
English	7.4
Fine arts	8.6
Health-related	5.9
History or political science	5.7
Humanities	8.0
Mathematics or statistics	6.1
Physical sciences	6.7
Social sciences	12.1
Other technical	3.7
Other non-technical	6.5

Base institutional salary (rounded to nearest thousand)

Less than $20,000	0.5%
$20,000-$29,000	7.3
$30,000-$39,000	17.0
$40,000-$49,000	27.7
$50,000-$59,000	19.6
$60,000-$69,000	15.2
$70,000-$79,000	6.0
$80,000-$89,000	3.7
$90,000-$98,000	1.2
$99,000 or more	1.6

Professional writings accepted or published in last two years

None	45.3%
1-2	25.7
3-4	15.8
5-10	10.8
11-20	1.9
21-50	0.4
50 or more	0.1

Activities in last two years

Taught an honors course	18.0%
Taught an interdisciplinary course	34.3
Taught a general-education course	45.2
Taught a developmental or remedial course	14.6
Taught an ethnic-studies course	6.2
Taught a women's-studies course	5.1
Team-taught a course	35.6
Worked with students on a research project	62.7
Attended a racial / cultural awareness workshop	27.1
Participated in seminar to integrate women's and minorities' perspectives in regular courses	17.2
Held a faculty council office	25.6
Used intra- or extramural funds for research	42.7
Served as a paid consultant	46.3

Professional goals noted as essential or very important

	Total	Men	Women
Engage in research	58.5%	61.1%	52.3%
Engage in outside activities	52.5	49.8	59.1
Provide services to the community	43.4	39.9	52.0
Participate in committee or other administrative work	29.2	25.7	37.9
Be a good colleague	80.0	77.4	86.4
Be a good teacher	98.2	98.1	98.4

Aspects of job noted as very satisfactory or satisfactory

Salary and fringe benefits	44.5%	44.3%	44.9%
Opportunity for scholarly pursuits	45.4	48.4	37.8
Teaching load	50.3	51.3	47.7
Quality of students	37.5	35.5	42.5
Working conditions	64.6	65.7	62.0
Autonomy and independence	82.9	83.3	81.9
Relationships with other faculty	75.1	74.5	76.5
Competency of colleagues	68.4	68.1	69.0
Visibility for jobs at other institutions and organizations	43.1	43.7	41.7
Job security	74.6	77.7	66.9
Undergraduate course assignments	77.5	77.8	76.8
Graduate course assignments	72.3	73.9	66.0
Relationship with administration	51.8	50.7	54.4
Overall job satisfaction	69.2	69.0	69.8

Sources of stress during the last two years

Managing household responsibilities	63.7%	59.8%	73.3%
Child care	28.9	29.0	28.6
Care of elderly parent	26.3	25.5	28.4
My physical health	37.9	36.0	42.7
Review / promotion process	45.7	43.8	50.5
Subtle discrimination	29.2	21.6	47.9
Long-distance commuting	16.8	14.3	22.8
Committee work	57.5	55.8	61.9
Faculty meetings	49.6	48.5	52.3
Colleagues	54.2	53.0	57.3
Students	50.4	48.2	55.6
Research or publishing demands	50.4	51.4	47.8
Fund-raising expectations	20.8	21.9	18.0
Teaching load	65.0	62.1	72.1
Children's problems	31.5	32.5	29.0
Marital friction	23.8	24.7	21.5
Time pressures	83.5	80.7	90.5
Lack of personal time	79.8	76.2	88.7

Attributes noted as being very descriptive of own institution

It is easy for students to see faculty outside of regular office hours	33.6%	33.6%	33.7%
There is a great deal of conformity among students	24.6	25.1	23.3
Most students are very bright	8.9	9.0	8.6
The administration is open about its policies	11.9	11.5	13.0
There is keen competition among most students for high grades	20.1	20.5	19.0
Course work is definitely more theoretical than practical	8.6	9.3	6.6
Faculty are rewarded for their advising skills	2.0	1.9	2.2
Students have little contact with each other outside of class	11.6	11.4	12.0
The faculty are typically at odds with the campus administration	18.6	19.1	17.5
Intercollegiate sports are overemphasized	16.1	17.1	13.5
Classes are usually informal	19.8	19.8	19.8
Faculty here respect each other	31.7	30.1	35.7
Most students are treated like "numbers in a book"	5.9	6.3	4.8
Social activities are overemphasized	6.6	7.1	5.6
There is little or no contact between students and faculty	5.1	5.5	4.3
The student body is apathetic and has little "school spirit"	17.0	18.3	13.7
Students here do not usually socialize with one another	6.0	5.8	6.4
Faculty are rewarded for being good teachers	9.8	9.6	10.2
Student services are well supported	18.8	18.6	19.4

Agree strongly or somewhat that at own institution

	Total	Men	Women
Faculty here are interested in students' personal problems	73.8%	71.9%	78.5%
Most faculty are sensitive to the issues of minorities	69.1	69.5	68.0
The curriculum has suffered from faculty overspecialization	28.3	29.8	24.5
Many students feel like they do not "fit in"	25.1	25.8	23.4
Faculty are committed to the welfare of institution	76.1	75.2	78.2
Many courses include minority-group perspectives	36.0	34.6	39.6
Administrators consider student concerns when making policy	59.7	59.3	61.0
Faculty here are strongly interested in the academic problems of undergraduates	76.4	75.3	79.0
There is a lot of campus racial conflict	11.8	11.0	13.8
Students here resent taking courses outside their major	42.6	42.8	42.2
Students of different racial or ethnic origins communicate well with one another	59.0	59.3	58.4
Campus administrators care little about what happens to students	23.8	24.8	21.4
There is little trust between minority-student groups and campus administrators	27.5	28.2	25.7
Faculty here are positive about the general-education program	72.5	71.6	74.7
Many courses include feminist perspectives	28.8	29.8	26.3
There are many opportunities for faculty and students to socialize with one another	38.4	39.3	36.1
Administrators consider faculty concerns when making policy	50.0	50.3	49.1
Faculty feel that students are well prepared academically	27.4	26.6	29.5
Student-affairs staff have the support and respect of faculty	58.5	56.7	63.0
Institutional demands for doing research interfere with my effectiveness as a teacher	26.7	26.9	26.2

Issues noted as being of highest or high priority at own institution

Promoting the intellectual development of students	76.1%	75.5%	77.6%
Helping students examine and understand their personal values	47.4	45.6	51.7
Increasing the representation of minorities in the faculty and administration	46.9	46.1	49.0
Developing a sense of community among students and faculty	41.0	38.7	46.5
Developing leadership ability among students	37.6	35.5	43.0
Conducting basic and applied research	44.5	47.0	38.4
Raising money for the institution	58.3	57.2	61.2
Developing leadership ability among faculty	24.0	22.0	28.9
Increasing the representation of women in the faculty and administration	39.2	40.9	34.8
Facilitating student involvement in community-service projects	23.3	21.2	28.4
Helping students learn how to bring about change in American society	21.1	19.4	25.3
Helping solve major social and environmental problems	26.3	25.9	27.2
Maintaining a campus climate where differences of opinion can be aired openly	52.0	53.4	48.5
Increasing or maintaining institutional prestige	75.3	75.0	76.2
Developing among students and faculty an appreciation for a multicultural society	46.5	44.5	51.5
Hiring faculty "stars"	26.8	26.9	26.4
Economizing and cutting costs	54.5	53.0	58.3
Recruiting more minority students	46.9	45.8	49.7
Enhancing the institution's national image	61.7	62.6	59.6
Creating a positive undergraduate experience	69.2	68.0	72.1
Creating a diverse multicultural environment on campus	40.0	38.2	44.3
Enhancing the out-of-class experiences of students	28.8	27.2	32.6

Note: The figures are based on survey responses of 35,478 faculty members at 392 colleges and universities. The survey was conducted in the fall and winter of 1989-90 and was limited to full-time professors who spent at least part of their time teaching undergraduates. The response rate was 55 per cent. The figures were statistically adjusted to represent the total population of full-time faculty members. Because of rounding or multiple responses, figures may add to more than 100 per cent.

SOURCE: "THE AMERICAN COLLEGE TEACHER: NATIONAL NORMS FOR THE 1989-90 H.E.R.I. FACULTY SURVEY," PUBLISHED BY UNIVERSITY OF CALIFORNIA AT LOS ANGELES HIGHER EDUCATION RESEARCH INSTITUTE

Advertisement

The Learning Society:
Does Anybody Know...?

By Bernard R. Gifford, Ph.D.
Vice President, Education
Apple Computer, Inc.

I'm often struck by the fact that the stronger a new technology's influence, the faster it fades from consciousness. The more we incorporate it into our lives, the harder it is to see. As Marshall McLuhan once said: "I don't know who discovered water, but I'm sure it wasn't a fish."

The idea of vanishing technology is very much in the air these days. John Seely Brown of Xerox put it this way in the most recent issue of *Harvard Business Review*: "When information technology is everywhere and can be customized to match more closely the work to be done, the technology itself will become invisible. Technology is finally becoming powerful enough to get out of the way."

O.B. Hardison, Jr., said it another way in *Disappearing Through the Skylight Culture and Technology in the Twentieth Century*: "Anyone who discusses modern culture has to do a great deal of contemplating of the invisible in the obvious."

I contemplated the "invisible in the obvious" as I thought more about Uncle Ezra, the on-line counseling service at Cornell University that I described in my last column. Certainly advice to the lovelorn is as old as Cayuga's waters...or almost. But this is counseling with a difference—counseling made possible by the computer. It is but one of the many creative uses that people are finding for electronic mail (E-mail).

Today, millions of people around the world send and receive E-mail every day, and they can't imagine living without it—from scientists and financiers to student pen pals to Desert Storm troops receiving electronic letters from home. Its impact is now so pervasive that it is not apparent. So I wondered: How much do we really know about this new forum for human communication and its impact on that late-twentieth-century primate, the "user"?

When I looked into it, I found that the last decade has produced a substantial body of research on the impact of electronic communication, including *Connections*, a book by Lee Sproul and Sara Kiesler of Carnegie Mellon University that has just been issued by The MIT Press.

Sproul and Kiesler argue that while electronic mail enhances efficiency—keeping dispersed groups in touch and cutting down on telephone tag—its more profound impact is on the ways that people collaborate and reach decisions. When people communicate by computer, the authors say, they don't just cross time and space; they cross social barriers as well. "New communication technology," they conclude, "is surprisingly consistent with Western images of democracy."

E-mail reduces human communication to text, leaving out clues to the sender's status, age, and even gender—all of the things that too often determine how much weight we give to someone's idea. Sproul and Kiesler note that when people communicate electronically, they may be identified only by a deliberately obscure computer address: "AS6Y@ANDREW; DAS@FAS.RI; HAS@A.GP.CS. These are the computer names and addresses of the three employees of our university whose last name is Simon. One is a secretary, one a staff engineer, and one a Nobel Prize winner. Who's who?"

But do electronic mail and computer conferencing actually result in more democratic decision making? If you've got a great idea, but not much status, are you more likely to make a difference? Sproul and Kiesler report on their research:

• When groups of executives met face to face, the men were five times as likely as the women to advance the first proposal—the one most likely to carry the day. When those same groups met via computer, the women were just as likely to make the first proposal.

• When pairs of graduate students and undergraduates met face to face to decide on a joint project, the graduate student's topic was usually chosen. When equivalent pairs met electronically, they were just as likely to choose the undergraduate's topic.

• In face-to-face meetings, an MBA candidate tended to dominate discussion even when college freshmen knew more about the topic. This dominance declined when the group collaborated electronically.

Of course, electronic discussions will never completely take the place of face-to-face meetings. When you want to motivate people, when you want to gauge the impact of your remarks, and when you're as eager to convey feelings as information, you've got to be there. That's why, despite all the technology at my disposal, I travel as much as I do.

Electronic communication has its limits, but within those limits, it is powerful indeed. It encourages groups to take more risks. It gives people in organizations access to individuals at every level. (The electronic open-door policy at Apple means that any of us can send ideas and reactions to CEO John Sculley—and we often do.)

And it allows you to ask large numbers of people that critical question: *Does anybody know?*

For example: Does anybody know of other recent studies of electronic collaboration? Does anyone know when advice to the lovelorn first appeared in published form? And if not fish, who did discover water?

You can respond to these questions (or to any of my columns) at my AppleLink address: Gifford.B.

Humanities Fellowships Said to Reach Fewer Scholars and to Be Worth Less

Continued From Page A15

programs are spending about $9.9-million to finance 426 fellowships. In academic 1983-84, they provided $9.7-million for 511 awards.

The report also documents the following trends in spending on fellowships from 1983-84 through the current academic year:

■ The total amount spent by the four programs rose steadily from 1983 to 1987, reaching a high point of $11.1-million in 1987, but has declined since then.

■ The average stipend increased from $18,324 to $21,749, but when adjusted for inflation, it fell from $18,324 to $13,376.

■ The N.E.H.'s share of total funding from the four programs increased, to 63.97 per cent from 56.7 per cent.

Douglas Greenberg, the council's vice-president and the report's author, said in an interview that he hoped the study would be the start of a national effort to increase financial support for humanities scholars. The council plans to examine next whether the pattern for fellowship spending has been offset by increased financing for the growing number of campus-based humanities centers.

Mr. Greenberg said the spending pattern documented in the report reflected a feeling among the public that support for humanities scholars is not a high priority, because they are not seen as being involved in society's most pressing issues. "People want quick fixes to social problems," he said. "But our viewpoint is, we're the memory of civilization."

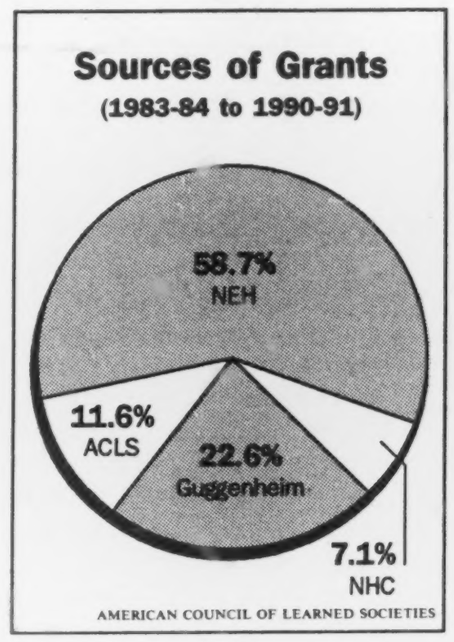
'Short-Sighted'

The report concludes that the trend in spending for fellowships is especially distressing at a time when many institutions are concerned about budget problems and about recruiting a sufficient number of scholars in the future.

"The unwillingness of so many private foundations, to say nothing of corporations and the federal government, to provide more long-term assistance with fellowship funding is thus short-sighted," the report says. A footnote to the report calls the Andrew W. Mellon Foundation's support for the humanities "unwavering," but says the Ford Foundation, the Rockefeller Foundation, and the Carnegie Corporation of New York "have entirely abandoned their historical role with respect to unrestricted humanities fellowships."

Judith Pinch, vice-president of the Woodrow Wilson National Fellowship Foundation, which administers numerous fellowship programs, noted that many large foundations had instead chosen to support specific projects, such as public-policy research, minority education, and public-school programs. She also suggested that a chilly national climate for humanities scholars doing non-traditional work may explain why fellowship funding has remained flat, particularly at the N.E.H.

"I think it's a reflection of a whole government cutback in the arts and education, but I think there may be a corollary sense at the endowment that maybe these humanities fields are taking turns the average citizen wouldn't much care about," she said.



Guinevere L. Griest, director of the N.E.H.'s division of fellowships and seminars, dismissed such suggestions, and noted that applications for N.E.H. fellowships were up sharply this year—1,803 compared with 1,557 last year. In 1983-84 there were 1,800 applications.

In a discussion of the four fellowship programs, the report notes that application levels for fellowships offered by the A.C.L.S. and the humanities center increased. It suggests that one reason for the dramatic increase at A.C.L.S. is the council's reputation for openness to many kinds of scholarship. But it also points out that the drop in the council's fellowship spending and in the number of awards is of special concern because the A.C.L.S. program is the only one with direct ties to the academic community.

NEH Is Most Generous

"Political pressures in government and changing fashions in the foundation world will always be a concern to A.C.L.S., but they will never threaten the existence of our fellowship program," it concludes.

In terms of financing, the N.E.H. program has consistently been the most generous, the report says. The National Humanities Center, which operates a residential fellowship program from its base in Research Triangle Park, N.C., has also had a consistent record of providing support, but unless it can significantly increase its stipends, "it seems unlikely that it will be able to attract as many distinguished scholars in the future," the report says. The Guggenheim Foundation is described as the healthiest of the four. Its fellowship spending dropped the most, mainly because it took steps to correct a policy that had permitted the foundation to invade its principal. But those steps will help in the long term, the report concluded.

—CAROLYN J. MOONEY

U. of South Carolina Asked to Release Details on Payments for Sen. Hatfield

COLUMBIA, S.C.

Federal investigators have asked the University of South Carolina to release all documents detailing expenditures that the university made for any meals, gifts, or travel provided to Sen. Mark O. Hatfield, an Oregon Republican, a university spokeswoman confirmed last week.

The spokeswoman, Debra K. Allen, said the Columbia office of the Federal Bureau of Investigation had requested documents from a discretionary account provided for the office of James B. Holderman, the university's former president. Senator Hatfield was among those who received gifts from the fund.

Discretionary Account Used

Mr. Holderman, who resigned last year amid controversy over his expenditures, was indicted in March on charges that he had used his position to obtain financial gain and had failed to pay proper taxes. Documents released by the university's research and development foundation following a court order in February provided information that led to the indictments.

Mr. Hatfield's connection to the university came to light earlier that month, when the university disclosed the names of people who had received gifts from Mr. Holderman, purchased with money from his office's discretionary account. The fund contains money generated through concessions sales, but receives no state appropriations or tax money.

Documents from the research foundation and the university's discretionary fund revealed that Mr. Hatfield had received nearly $10,000 in gifts through both funds from 1983 to 1987. Among the gifts were two pieces of Steuben glass, porcelain, and a John James Audubon print.

Mr. Hatfield's son also received a four-year scholarship to the university, the senator's spokesman has said.

During that time, while Mr. Hatfield was chairman of the Senate Appropriations Committee, the university received an earmarked $16.3-million appropriation from the Energy Department to complete building projects on the campus.

Mr. Hatfield has said the gifts did not influence any decision about money for the university.

Mr. Hatfield did not report the gifts on disclosure statements he is required to file each year—a violation of Senate rules. Bill Calder, a spokesman for the Senator, said Mr. Hatfield had made a mistake in not reporting the gifts.

Mr. Calder said Mr. Hatfield's office had received no formal notification of any investigation. F.B.I. officials would not comment on whether an investigation was being conducted. —COURTNEY LEATHERMAN

Business & Philanthropy

Give & Take

Students at Howard University will soon be contributing to the university's endowment, under a plan approved last month.

Each semester, all Howard students will pay a self-imposed $15 surcharge, which will go into the university's $85-million endowment. The plan—called the "Independence Initiative"—was approved by Howard's Board of Trustees and has been endorsed by student leaders and the student newspaper. Each payment will be matched by a contribution from the federal government. In four years, Howard says, the plan will raise about $2.5-million for the endowment.

Students will be getting something back for their payments: Half of the interest earned on the money will provide financial assistance to students and promote academic programs.

President Franklyn G. Jenifer "will now be able to tell Congress that Howard's future alumni are behind the university 100 per cent," says M. Kasim Reed, the university's undergraduate trustee, who developed the idea. "The Independence Initiative will send a clear message that, from the day of their arrival on campus, Howard students can be counted on to support the greater good of the university."

The university expects the payments to generate $139,500 in the first semester. With the matching federal funds, $279,000 will be contributed to the endowment.

At an interest rate of 6 per cent, the money would earn $16,740 in the first year, half of which will be available for financial aid and academic programs, the university said.

■

Yale University has closed the books on its inquiry into whether it might legally own the "St. Petersburg Times."

In January, Yale questioned whether the Poynter Institute for Media Studies really owned the Florida newspaper. The university had learned that the will of Nelson Poynter, the paper's late owner, directed that Yale be given ownership if the Internal Revenue Service ruled that the institute was not a tax-exempt organization. Yale requested tax documents from the institute and the I.R.S..

"After careful consideration of this very complex matter, we are persuaded that Nelson Poynter's primary intent in structuring his affairs as he did should not be challenged by the university," said a statement released by the institution. "Yale, a secondary—and contingent—object of Poynter's benefactions in his will, respects the fact that it was not a primary beneficiary."

George K. Rahdert, a lawyer for the *Times*, said he was "very pleased" with how fast the dispute had been resolved. "Legally and morally they came to the correct conclusion," he said.

Voluntary Support of Higher Education by Type of Institution, 1988-89 and 1989-90

	1988-1989			1989-90			
	Number of institutions	Amount	Average per institution	Number of institutions	Amount	Average per institution	Change in average
Research	182	$4,941,656,000	$27,152,000	179	$5,502,274,000	$30,739,000	+13.2%
Private	74	2,690,876,000	36,363,000	70	2,894,438,000	41,349,000	+13.7
Public	108	2,250,780,000	20,841,000	109	2,607,836,000	23,925,000	+14.8
Comprehensive	348	959,601,000	2,757,000	326	924,462,000	2,836,000	+ 2.8
Private	195	711,629,000	3,649,000	175	642,969,000	3,674,000	+ 0.7
Public	153	247,973,000	1,621,000	151	281,493,000	1,864,000	+15.0
Liberal arts	336	1,141,817,000	3,398,000	323	1,284,773,000	3,978,000	+17.0
Private	329	1,134,965,000	3,450,000	317	1,280,695,000	4,040,000	+17.1
Public	7	6,853,000	979,000	6	4,078,000	680,000	−30.6
Specialized	123	431,430,000	3,508,000	107	417,214,000	3,899,000	+11.2
Private	109	311,718,000	2,860,000	91	254,233,000	2,794,000	− 2.3
Public	14	119,712,000	8,551,000	16	162,981,000	10,186,000	+19.1
Two-year	143	71,970,000	503,000	121	85,275,000	705,000	+40.0
Private	24	27,473,000	1,145,000	26	25,799,000	992,000	−13.3
Public	119	44,498,000	374,000	95	59,476,000	626,000	+67.4
All institutions	**1,132**	**$7,546,475,000**	**$6,666,000**	**1,056**	**$8,213,998,000**	**$7,778,000**	**+16.7%**

SOURCE: COUNCIL FOR AID TO EDUCATION

Contributions to Colleges Rose 10% in 1989-90, to $9.8-Billion, but Some Fund Raisers Say Recession Is Now Affecting Gifts

Continued From Page A1

1989-90 because it was closing a capital campaign and received several large gifts.

Mr. Haley said he expected Johns Hopkins to raise $100-million by the end of this academic year. "What concerns me is that we don't have discussions going with donors about major gifts," he said. "People are concerned about the recession. and they tend to put off discussions like this."

At the University of Southern California, Roger F. Olson said his campus was feeling the effects of the slump in the defense industry and the California real-estate market. Southern California raised $126-million last year, up from $102-million in the previous year.

"I don't think there's any question that the recession has affected us," said Mr. Olson, the university's senior vice-president for university relations. "Our numbers are down, partly because we are coming out of a campaign and because we've had a considerable slowdown in charitable trusts. We're attentive to the problem, but we expect it to get better."

Increase Is Called 'Healthy'

The council's president called last year's increase "healthy" and said the council expected giving to show "steady and substantial" growth in coming years.

"During the current decade, voluntary support must be viewed in light of level enrollments and mounting pressure on colleges and universities to control expenditures," said Arnold Shore, the president, in a statement. "This means that today's increases in voluntary support will have an especially significant impact on the ability of higher-education institutions to meet the needs of their students."

The survey was also sponsored by the Council for Advancement and Support of Education and the National Association of Independent Schools.

Leading all institutions in private contributions was Harvard University, which regained the top spot after losing it to Stanford University for four consecutive years. Harvard, which is about to embark on a capital campaign to raise as much as $2-billion, raised $213-million, up 15 per cent from the previous year's total.

Stanford collected $202-million in 1989-90, a one-year increase of 7 per cent. Cornell University, the University of Pennsylvania, and Yale University held the next three spots, raising $161-million, $140-million, and $130-million respectively.

The biggest percentage increase among the top 20 institutions was posted by Indiana University, which raised $79-million in 1989-90, up from $40-million in the previous year—a 96-per-cent increase. Princeton University was the only university among the top 20 to record a decrease, dropping from $80-million to $75-million, a 6-per-cent decline.

David Morgan, the council's director of research, said he expected the rate of increase in overall giving to decline somewhat this year. "I hear from more institutions that they're having a harder time meeting their objectives," Mr. Morgan said. "But if we look at past trends, we see what a large role the stock market plays. So far, the stock market has not really been affected."

Research conducted for the council by Ralph Bristol, an economist at the University of New Hampshire, shows that the stock market affects alumni giving to four-year institutions more than any other factor. The market alone explained about two-thirds of the variance in the average alumni gift over time.

The council also released, for the first time, figures that show how much voluntary support each institution received per student.

Stanford led all institutions, with $14,113 raised for each of its 14,325 students. Next was the Massachusetts Institute of Technology, with $12,333 raised per student, and Princeton, with $11,831.

Alumni, Corporations Lead the Way

Spurring the overall rise in gifts were double-digit increases from alumni and corporations; each of the two groups increased its support of higher education by 11 per cent. Foundation giving to colleges climbed 10 per cent, while donations from religious organizations, after a 20-per-cent

Continued on Following Page

Top Institutions in Voluntary Support, 1989-90

	Total contributions	Amount per student
Harvard University	$213,451,868	$8,743
Stanford University	202,165,961	14,113
Cornell University	161,338,332	8,412
University of Pennsylvania	140,045,350	6,102
Yale University	130,000,100	11,796
University of Southern California	126,136,395	4,365
University of Wisconsin at Madison	124,399,972	2,874
Columbia University	123,225,490	7,029
Massachusetts Inst. of Technology	117,603,798	12,333
Johns Hopkins University	111,814,058	8,214

SOURCE: COUNCIL FOR AID TO EDUCATION

PHILANTHROPY NOTES

- **Fordham U. gets $10-million for new library**
- **Columbia U. given $10-million for institute**
- **$15-million goes to U. of British Columbia**
- **Gift to U. of N.C. will build business school**

A businessman who made his fortune promoting sports events has given $10-million to Fordham University for a new library.

The gift, from Daniel C. Shedrick, is the lead gift in Fordham's recently announced five-year, $150-million capital campaign.

Money raised in the drive will support endowed chairs and professorships, financial aid, and facilities. Fordham also hopes to raise $25-million for current operations.

Mr. Shedrick, who graduated from the university in 1964, is chief executive officer of Major League Marketing, a Connecticut company that manufactures, markets, and distributes baseball, football, and hockey cards. The company is a spinoff venture of Sports Marketing International, which Mr. Shedrick founded in 1979.

■

The head of a leading women's clothing company plans to give $10-million to Columbia University's business school to establish an international institute.

The gift is from Jerome A. Chazen, chairman of the board of Liz Claiborne Inc. It will endow the business school's new international institute, which will coordinate the school's international programs. The institute, to be named for Mr. Chazen, will provide a forum for students, government officials, and business professionals to examine issues affecting the global marketplace.

Mr. Chazen, who graduated from the Columbia School of Business in 1950, is one of the founders of Liz Claiborne Inc. Mr. Chazen became chairman of the company in 1989 after Ms. Claiborne, the designer, retired.

The gift from Mr. Chazen, who is a member of the school's Board of Overseers, brings to $40-million the total pledged in its $100-million capital campaign. The drive, which will be announced this fall, is part of Columbia University's current $1.15-billion campaign.

■

Peter Wall, an international financier, has given the University of British Columbia $15-million to establish an advanced-studies institute.

The gift will allow the university to model its own program after the Institute for Advanced Studies in Princeton, N.J. It is the largest donation in the university's history. Scholars at the institute, which will be named for Mr. Wall, will conduct research in a wide range of fields.

Mr. Wall is chief executive officer of the Wall Financial Corporation, a construction company in Vancouver. Mr. Wall, who is one of the company's founders, briefly attended the university.

■

The University of North Carolina at Chapel Hill has received $10-million from the William R. Kenan, Jr. Charitable Trust to help build a new business school.

The gift brings to $40-million the total amount contributed to the university by the Kenan family. The most recent gift will be credited to the university's capital campaign, which will be announced in October. The new $25-million business school will be named for the family.

Mr. Kenan, who graduated from the university in 1894, was involved in railroading, hotels, power plants, and other businesses. He also received an inheritance from his sister, Mary Lily Kenan Flagler, whose husband had helped found Standard Oil Company with John D. Rockefeller. Mr. Kenan left a large portion of his estate to the trust, which is based at the university, to support education.

—JULIE L. NICKLIN

Contributions to Colleges Rose 10%

Sources and Purposes of Voluntary Support: Estimates for All Institutions

	1989-90 *	Per cent	Percentage change 1-year	Percentage change 5-year
Sources				
Alumni	$2,540	25.9%	+10.8%	+74.0%
Other individuals	$2,230	22.8	+ 7.4	+57.5
Corporations	$2,170	22.1	+11.5	+37.9
Foundations	$1,920	19.6	+10.2	+63.4
Religious organizations	$240	2.4	+ 1.3	+15.4
Other	$700	7.1	+10.8	+43.7
Total	**$9,800**	**100%**	**+ 9.8%**	**+55.1%**
Purposes				
Current operations	$5,440	55.5%	+ 7.8%	+43.2%
Capital purposes	$4,360	44.5	+12.4	+73.0
Price Indices				
Consumer Price Index			+ 5.3%	+20.5%
Higher Education Price Index			+ 6.4	+28.2

* Millions of dollars

SOURCE: COUNCIL FOR AID TO EDUCATION

Continued From Preceding Page

increase the previous year, rose only 1 per cent. Giving by other organizations, such as clubs and fund-raising consortia, was up by 11 per cent, and contributions from non-alumni rose by 7.5 per cent.

Mr. Morgan said foundation and corporate giving to colleges remained highly concentrated. The top 40 institutions—in terms of corporate support—received half of all corporate gifts, while the top 37 institutions—in terms of foundation giving—netted half of all foundation dollars. The top 60 institutions overall received half of all voluntary giving, he said.

Based on the research, the council predicted that alumni would underwrite an increasing share of the cost of four-year higher education. Using conservative estimates for stock-market growth and inflation, the council calculated that in 2010 alumni would give more than $5-billion to colleges, almost twice as much as they gave this year.

For its 1989-90 survey, the council examined responses from 1,056 institutions, which reported voluntary support of $8.2-billion. The participants account for about 85 per cent of all gifts to colleges.

Copies of the two-volume report of the survey will be available later this month for $50 each, prepaid, from the Council for Aid to Education, 51 Madison Avenue, Suite 2200, New York 10010. ■

Top Institutions in Corporate Support, 1989-90

Massachusetts Institute of Technology	$50,819,238
Stanford University	48,579,351
University of Wisconsin at Madison	44,634,217
Cornell University	42,793,960
University of Minnesota	38,139,780
University of Southern California	37,164,246
Harvard University	36,478,488
University of Pennsylvania	34,564,359
Duke University	34,048,627
University of California at Berkeley	32,299,587

SOURCE: COUNCIL FOR AID TO EDUCATION

U. of Fla. Libraries Given $20-Million by Former Senator

GAINESVILLE, FLA.

George A. Smathers always has been fond of libraries. As a boy in Miami, he visited local libraries to check out as many novels, biographies, and history books as he could find. He was ready when his parents asked their children to recite poems or make speeches before evening dinner—a practice that prepared him for his career as a U.S. Senator.

This month, in what he said was his way of giving something back to his alma mater, Mr. Smathers announced that he would donate $20-million to the University of Florida for its libraries. The gift is among the largest to a public university.

"I always get inspiration from libraries because there is the accumulation of so much knowledge," Mr. Smathers said in an interview. They are a place of "comfort, inspiration, and peace," he said.

The gift, which will be made up largely of investments and properties in Miami and Washington, will be held in three separate trusts. Proceeds from the trusts will endow the George A. Smathers Libraries Fund to purchase books, buy electronic equipment, and preserve deteriorating materials. Mr. Smathers and his wife, Carolyn, will continue to earn interest on the trusts until their deaths.

Mr. Smathers's gift is among the 10 or so largest donations to public universities. In recent years, public institutions have aggressively raised private funds to make up for state budget cuts. Among the largest gifts to public universities are a $41-million donation in 1988 to the University of Texas Southwestern Medical Center from Harold C. Simmons and a $40-million gift in 1985 to the University of Illinois by the Arnold and Mabel Beckman Foundation.

Total Gifts of $24-Million

Although Mr. Smathers wanted to accept an athletic scholarship to the University of Illinois, his father, a federal judge, insisted that he go to the University of Florida, where he would meet people who could help build his career as a lawyer in the state, Mr. Smathers says.

After receiving his bachelor's and law degrees in the 1930's, Mr. Smathers became a federal prosecutor in Florida and joined the Marines in World War II. In the 1940's, he was elected to the U. S. House of Representatives. In 1951, he took Democrat Claude Pepper's seat in the Senate. Mr. Smathers, who retired from the Senate in 1969, now works with law firms in Miami, Jacksonville, and Washington.

Mr. Smathers has donated a total of $24-million to the university. In 1989 he gave $1.9-million to renovate one of its main libraries. His gifts have also supported the debate and football teams.

—JULIE L. NICKLIN

Private Grants and Gifts

EXXON EDUCATION FOUNDATION
225 East John W. Carpenter Freeway
Irving, Tex. 75062-2298

Education. To assess the Coalition of Essential Schools: $75,000 to Brown U.

Energy policy. For research on energy policy: $90,000 each to Massachusetts Institute of Technology and Stanford U.

Environment. For the International Environmental Policy Studies Program: $50,000 to Tufts U.

Minorities. For pre-collegiate science and engineering programs for members of minority groups: $200,000 to Columbia U.

Undergraduate education. For the Institute of General Education, in cooperation with the Association of American Colleges: $150,000 to U. of North Carolina at Asheville.

JAMES IRVINE FOUNDATION
One Market Plaza
Spear Tower
San Francisco 94105

Broadcasting. For research and development costs associated with gaining Federal Communications Commission approval for a new broadcasting signal: $150,000 to U. of Southern California.

Diversity. For the Project for Campus Community and Diversity: $188,500 to Western Association of Schools and Colleges.

International studies. For the Latin American Project: $50,000 to Stanford U.

—For the California–Mexico Project: $175,000 to U. of Southern California.

Support. For support of programs: $1-million to Santa Clara U.

W. M. KECK FOUNDATION
555 South Flower Street
Los Angeles 90071

Science education. For an outreach program for high-school education in biology: $500,000 over five years to California Institute of Technology.

—For equipment for research and teaching laboratories: $300,000 to Oberlin College.

—For science equipment: $300,000 to Oregon State U.

—For science facilities: $250,000 to St. Lawrence U.

—For an optics laboratory: $250,000 to Xavier U. (Ohio).

JAMES S. McDONNELL FOUNDATION
1034 South Brentwood Boulevard
St. Louis 63117

Education. To study the use of computer systems in secondary education in humanities and social sciences: $482,810 over three years to Brown U. (principal investigator: K. Spoehr).

—For a computer-based educational system: $522,218 over three years to Ontario Institute for Studies in Education (principal investigators: M. Scardamalia and C. Bereiter).

—For programs to encourage elementary-school students to become active learners: $557,519 over three years to U. of California at Berkeley (principal investigators: A. Brown and J. Campione).

—For teaching critical thinking: $393,723 over three years to U. of Rochester (principal investigator: S. Carver).

—For a high-school physics program: $543,556 over three years to U. of Washington and Mercer Island School District (principal investigators: E. Hunt and J. Minstrell).

—For video-based teaching materials: $685,517 over three years to Vanderbilt U. (principal investigator: J. Bransford).

—For programs on teaching practical intelligence and using creative skills: $516,198 over three years to Yale U. and Harvard U. (principal investigators: R. Sternberg and H. Gardner).

Mathematics education. To develop remedial math curricula for young children diagnosed as at-risk for later math difficulties; $354,313 over three years to Clark U. and Stanford U. (principal investigators: R. Case and S. Griffin).

Writing. To develop cognitively based models for writing instruction: $219,960 over three years to Gonzaga U. and Washington State U. (principal investigators: B. Sitko and J. Abi-Nader).

GIFTS & BEQUESTS

Austin Peay State University. For scholarships in the President's Emerging Leaders Program: $1-million from the estate of Finley Elder Gracey.

Loyola University Chicago. For a professorship in business ethics: $2-million from present and former members of the university's board of trustees.

New York University. For the Institute of Fine Arts: $7.5-million from John L. Loeb.

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News Summary

Articles on inside pages

The lowly slug is a particularly useful model for biological research, says a zoologist at the U. of Washington: Page A5.

Revisiting the nature vs. nurture debate, a historian has looked anew at the influence of biology on behavior: Page A5.

For the eighth year in a row, engineering professors are earning more than their colleagues in other fields, an annual survey shows: Page A13.

A program that provides funds for higher education's "have nots" may be in for rocky times during the reauthorization of the Higher Education Act: Page A19.

The N.S.F. has chosen 10 states to receive $75-million to improve the teaching of mathematics and science in schools and colleges: Page A19.

Colleges in two states are competing to educate 5,000 students who were displaced when Kuwait U. was destroyed in the war: Page A29.

Most of the colleges ordered by the F.T.C. to produce documents related to their sports programs plan to fight parts of the order: Page A31.

An international student group is trying to transform itself from a tool of Communist propaganda into a democratic body: Page A33.

The Soviet Union has moved to ease admissions to higher-education institutions: Page A33.

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Sharon Boots, managing editor of the journal "Analytic Chemistry": "This publish-or-perish business is getting out of hand."

Efforts to Cut Amount of 'Trivial' Scholarship Win New Backing From Many Academics

By CAROLYN J. MOONEY

For years academics have weathered criticism that they spend too much time publishing too much research of too little value.

Now an increasing number of them are starting to agree with their critics.

Maybe, they say, academics *are* publishing too much—for the wrong reasons. Many academic administrators, scientific-journal editors, and scholars interviewed by *The Chronicle* said they welcomed new efforts to emphasize quality over quantity in a faculty-reward system that is widely seen as equating the two.

The latest critic to suggest such a change is the president of Stanford University, Donald Kennedy, who recommended that Stanford limit the number of publications

Continued on Page A13

Overhead-Cost Limits Proposed; IRS Plans Its Own Investigation

- The White House wants new limits on overhead payments for federally supported research.
- The I.R.S. plans to probe some universities involved in the scandal.

STORIES ON PAGE A19

Up to 300 Institutions May Be Cut by U.S. From Loan Programs

Target: colleges and trade schools with default rates above 35%

By THOMAS J. DeLOUGHRY

WASHINGTON

The Education Department last week proposed strict rules for cutting colleges and trade schools out of the student-loan programs if they have default rates above 35 per cent. The proposed regulation would leave affected colleges with little chance of escaping the cutoff, which would take effect July 1.

The department estimated that between 200 and 300 institutions are in danger of being dropped from the loan program. The department would not identify the institutions, but the number of non-profit colleges involved is believed to be about 50. Most of them are community and technical colleges.

Congress has exempted historically black colleges and community colleges controlled by Indian tribes from the cutoff until 1994.

Under the proposed regulation, institutions in danger of becoming ineligible for student loans could win a reprieve only if they could prove that the government miscalculated their default rates or if they could show dramatic progress in limiting defaults.

Stems From Deficit-Reduction Law

The proposed regulation, which was published in the May 13 *Federal Register*, stems from a deficit-reduction law that Congress approved in October. In an effort to save $1.1-billion over five years, lawmakers voted to bar institutions from federal loan programs if their default rates in the Stafford Loan Program have exceeded

Continued on Page A25

Pre-Med Students Focus on Liberal-Arts Courses to Prepare for New Exam

By SUSAN DODGE

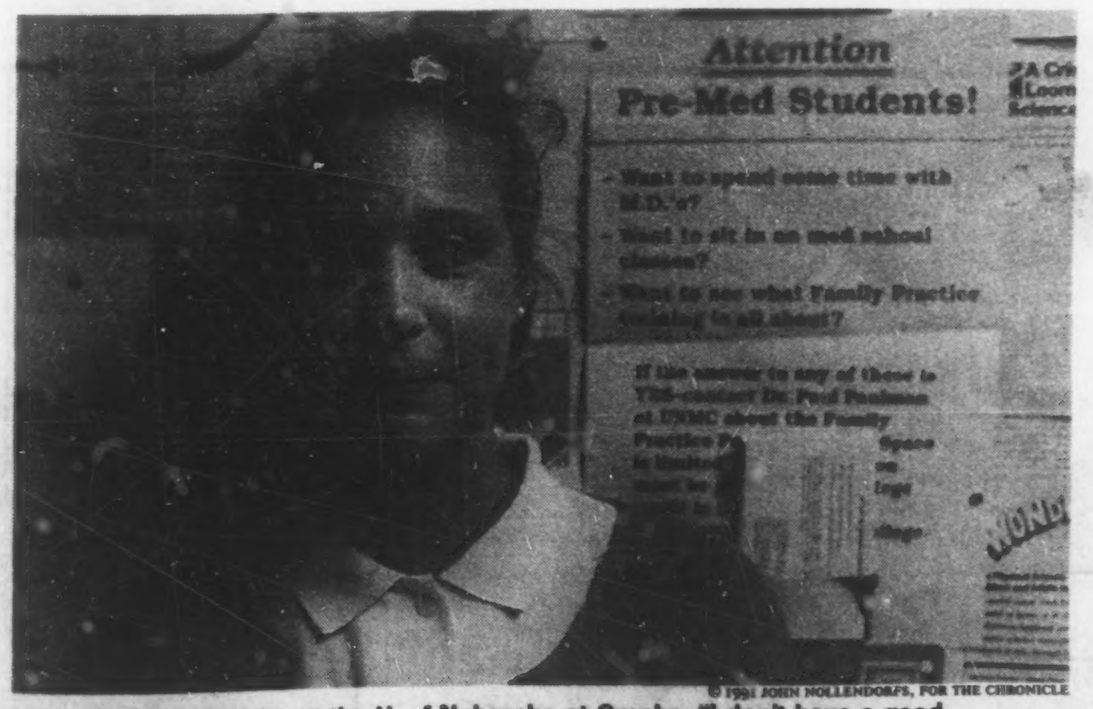
Pre-med students, who for years have loaded their academic schedules with science and mathematics, are now taking more liberal-arts courses, keeping daily journals, and reading English-composition books in their spare time to prepare for the new Medical College Admissions Test.

The new version of the MCAT, which was offered for the first time last month, includes fewer factual questions on scientific principles and more sections that test students' analytical capabilities. In addition, a new essay section requires the test takers to write on such subjects as art, business, ethics, history, and politics.

The changes worry some students.

Emily Sharpe, a senior at the University of Nebraska at Omaha, says she took only the one English-composition course that her university requires. "I don't have a good English background," she says. "I

Continued on Page A29



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Emily Sharpe, a senior at the U. of Nebraska at Omaha: "I don't have a good English background. I can write and get by, but I'm just not a born writer."

MARGINALIA

News item in *The New Hampshire*, the newspaper at the University of Guess-What:

"New Hampshire Gov. Judd Gregg steadfastly defended his position that the University System of New Hampshire (USNH) must face possible budget cuts. . . .

"Senate President Edward Dupont (r&d, Rochester) said that he hopes the worst case scenario for the university will be level funding."

The New Hampshire's headline:

WORST CASE SCENE: STATE BELEVELS USNH FUNDS

■

Another headline, from *The Ram Page*, the student paper at Angelo State University:

27 MILLION AMERICANS FUNCTIONALLY ILLERATE

■

Notice in *Monday Morning*, a calendar of events on the campus of the University of North Carolina at Asheville:

"Cooking With Jazz, brought to you by the Department of Health and Fitness and 23 Page Restaurant will be held in the private dining room of the Highsmith Center. This luncheon demonstration includes such delicacies as chilled children stuffed with roasted red peppers and spinach, covered with tomato coulis."

Shucks! We're allergic to tomatoes.

■

More food news, this time from *Scoop Sheet*, a faculty-staff newsletter at the Community Hospital of Roanoke (Va.) College of Health Sciences:

"Don't forget that the A.H.E.A.D. team is now serving breakfast every Thursday morning from 7:30 to 10:30 a.m. outside the Respiratory Care Education offices on the seventh floor. The fare is delicious and inexpensive, and you often can find an unexpected delicacy such as last week's scrumptious banana pudding."

It ages well.

■

Sign in a waiting room at the University of California at Berkeley:

INTERN APPLICANTS
PLEASE TAKE A SEAT
AND WE WILL BE
OUT TO GET YOU

■

From *The Daily Anthenaeum*, the student paper at West Virginia University:

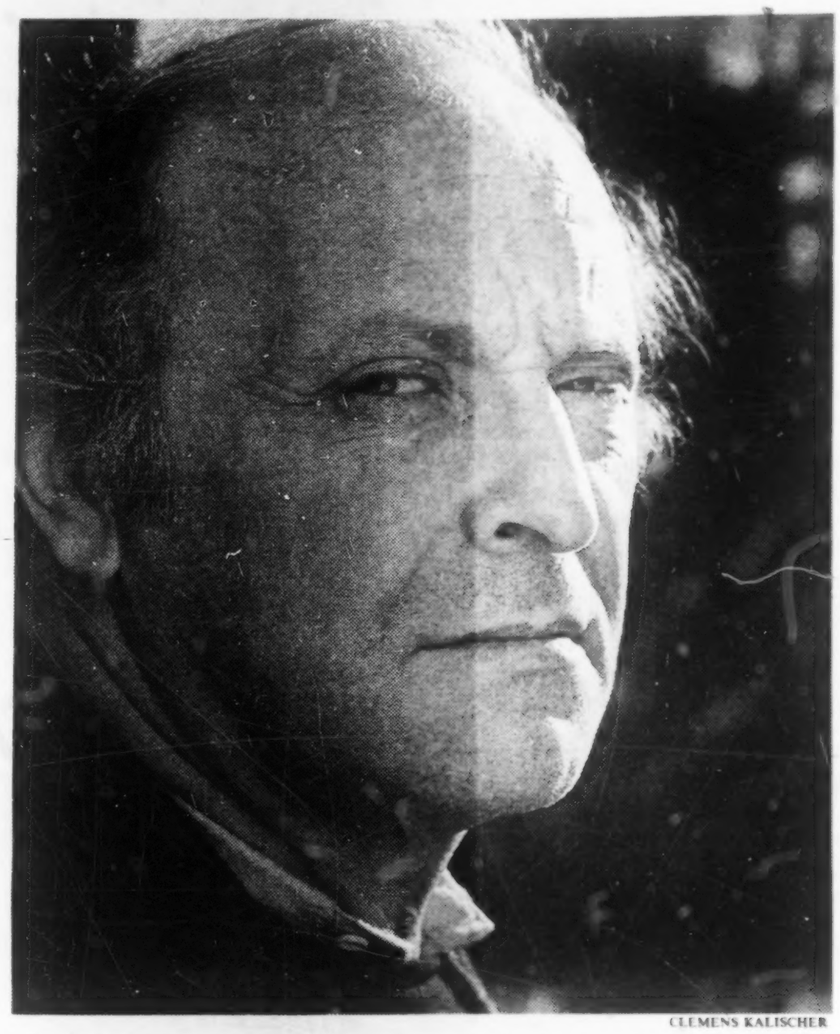
"The new Business and Economics building has faced some problems during the first three weeks of classes. . . .

"Once the air conditioning was revived, students still faced a lack of seating in the auditorium, and were forced to use folding cars."

Mercedes Bends?

—C.G.

In Brief



CLEMENS KALISCHER

Nobel Prize winner named Poet Laureate

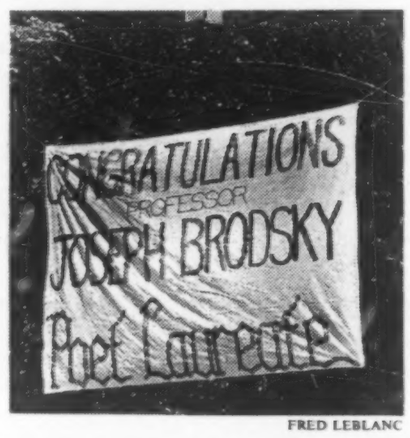
WASHINGTON—The long odyssey of Joseph Brodsky (*left*) has taken him from a prison camp in his native Soviet Union to Capitol Hill in his adopted United States. He has been named Poet Laureate and Consultant in Poetry to the Library of Congress, a post established by Congress in 1985 to honor the country's top poets. He will succeed Mark Strand, who in September returns to teaching at the University of Utah.

Mr. Brodsky won the Nobel Prize for Literature in 1987. He has published five volumes of poems since coming to the United States in 1972, when he was exiled from the Soviet Union for alleged crimes against the state, including trying to make a living as a poet.

Now a U.S. citizen, he has taught at several colleges and universities and has been on the faculty of Mount Holyoke College since 1981. He also is affiliated with New York University.

In announcing the appointment, James H. Billington, the Librarian of Congress, said of Mr. Brodsky: "His has been a powerful and evocative voice about Russian life and culture. But he has also become another in the long line of gifted new Americans who come to us from other shores and bring fresh creative resources into our national life."

The news was celebrated on the Mount Holyoke campus, where a main gate was draped with a congratulatory banner (*below*). Said the college's president, Elizabeth Kennan: "We are all changed by his presence and thrilled by this signal honor." ■



FRED LEBLANC

Baptists form new group to support education

ATLANTA—Motivated in part by their concerns over academic freedom at Southern Baptist colleges and seminaries, 6,000 moderate Baptists meeting here formed the Cooperative Baptist Fellowship. A chief aim of the organization is to generate support for moderate Baptist educational institutions.

"We're very much concerned about what is happening in Baptist higher education," said the Rev. John H. Hewett, an Asheville, N.C., minister who was elected to lead the fellowship. "We don't want to see faculty fired or degree-granting institutions turned into Bible colleges. We believe in free, open, and honest academic inquiry."

The Baptists who met here said they were tired of feeling shut out of the Southern Baptist Convention, which has been under fundamentalist leadership for the past 12 years. They said more-conservative Baptist forces had stifled debate both in the convention and at the six seminaries it controls. Baptist colleges and universities are controlled by state conventions.

Mike Bishop (*below*), vice-president for communications at Baylor University, said that by offering alternatives to Baptists who do not want to support fundamentalist-controlled institutions, the fellowship could put pressure on the Southern Baptist Convention.

"Ultimately, it could become a powerful force," Mr. Bishop said of the new group. "This could exert influence on the S.B.C. to return to the mainstream."

Baylor distanced itself from the state Baptist convention last year by setting up its own governing board. University officials said at the time that they feared that fundamentalists would gain control of the state convention, and, ultimately, of Baylor itself.

Officials of the Southern Baptist Convention declined to comment on the new group. ■

Report by endowment supports national testing

WASHINGTON—The kind of national system of testing found in most industrialized nations is a critical missing element of U.S. education, says the chairman of the National Endowment for the Humanities, Lynne V. Cheney, in a report released this week.

The report, "National Tests: What Other Countries Expect Their Students to Know," includes excerpts from achievement tests given to secondary-school students in Britain, France, Germany, Japan, and other nations. It points out that the United States has no equivalent exam that measures what students have learned in school.

The major tests for college entrance in this country—the Scholastic Aptitude Test and the American College Testing Program—measure aptitude rather than achievement, Mrs. Cheney notes in the report. The American tests deliberately avoid assessing factual knowledge, she says.

Mrs. Cheney rejects the notion that the country would have to turn to a rigorously defined national curriculum to have a valid national test. Experience in other countries has proved otherwise, she says.

Monty Neill, an official of the

National Center for Fair and Open Testing, which has pushed for testing reform, criticized the endowment's report.

In a statement, Mr. Neill said the kind of national tests supported by Mrs. Cheney would do little to improve the quality of American education. ■

Shevardnadze visits Boston U.

BOSTON—Former Soviet Foreign Minister Eduard A. Shevardnadze (*right*), on his first trip to the United States since quitting his post in December to protest the military crackdown in the Baltic republics, visited Boston University, where he delivered the commencement address and received an honorary degree. With him are his wife, Nanula, and an interpreter. ■

AGENCE FRANCE PRESSE

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Personal & Professional

'In' Box

In a letter to alumni, the president of Duke University tried last month to set the record straight about Duke's English department, which has become something of a reference point in the national debate over "political correctness."

In his letter, the president, H. Keith H. Brodie, addresses the fact that traditional academics have repeatedly attacked the department as being trendy and politically radical. He calls such labels "a splendid irony," noting that Duke was condemned as radical in the 1930's for introducing courses in American literature to the traditional curriculum of that period.

"I find this history to be useful in framing the context of the present debate at Duke," the president wrote.

In his letter, Dr. Brodie dismisses critics' claims that the department—renowned for its work in literary theory—is ignoring important works in the curriculum. He points to the university's 35 courses in English and British literature. The English department, he says, is simply "adding previous unstudied areas of literature to the coursework."

The letter is the first in a series that Dr. Brodie plans to send to alumni.

■

When Alleen Pace Nilsen's briefcase containing the only copy of her research data was stolen, she said she got little sympathy from her colleagues.

Many of them had similar horror stories to tell.

Inspired by those stories—and her own—Ms. Nilsen, assistant vice-president for academic affairs at Arizona State University, began collecting them. She found that stories of lost research data were not limited to such ordinary events as theft and computer mishaps. She also found, as she put it, that "there is life after data loss."

One story, she says, concerns a graduate student, now a genetics professor, who was working on a six-month-iong experiment that involved breeding 300 mice in total darkness. The student was in her laboratory during the final stage of her experiment when two maintenance workers lifted an air-conditioning unit out of the wall, exposing the entire room to light. (The surprised student soon began cleaning out cages to get ready to breed 300 new mice.)

Another graduate student, Ms. Nilsen recalls, saw his briefcase—containing all the notes for his dissertation prospectus—get swept down a roaring river. The student had got out of his car at a river crossing during a flood. As a piece of highway slid into the current, he jumped to safety. The briefcase he had been carrying was not as fortunate.

The student, by the way, dropped out of school for the semester because until the bridge was rebuilt, his commute to campus was over 100 miles long. He used the time off to rewrite his prospectus.

Engineers Are Atop Faculty-Salary Scale for 8th Straight Year

CUPA survey suggests professors in business will soon earn more

By COURTNEY LEATHERMAN

For the eighth consecutive year, engineering professors are earning more than their colleagues in other fields, an annual survey shows. But that trend may have run its course.

The survey, conducted by the College and University Personnel Association, examined faculty salaries at different ranks in various disciplines. It found that engineering professors at public institutions earned an average of $49,087 in the 1990-91 academic year—21 per cent more than the average for professors in all disciplines. Those at private institutions earned an average of $55,260—39 per cent more than the average for all professors, the survey found.

By comparison, sociology professors earned an average of $40,951 at public institutions and $37,517 at private colleges. Nursing professors earned an average of $34,801 at public institutions and $31,637 at private institutions.

Business-Related Fields Move Up

A report of the survey suggests that professors in business-related fields may soon be taking home bigger paychecks than their peers in engineering.

"Engineering may have crested," said Richard D. Howe, director of equal-opportunity programs at Appalachian State University, who directed the survey. It was based on data from more than 122,000 faculty members at 776 public and private institutions. The association has conducted a survey since 1982 to measure the salary levels of faculty members nationwide.

Mr. Howe said that he believed engineering professors would stay at the top of the pay scale for a few more years, but that one discipline had never remained at No. 1 for more than a decade.

In the meantime, "This was another year where those in disciplines that earn

"Those in disciplines that earn the good salaries are going to continue to get more money and those that earn the bad salaries are going to continue to get less money."

the good salaries are going to continue to get more money and those that earn the bad salaries are going to continue to get less money," Mr. Howe said. "It's regrettable, but I don't see any real changes."

That means that professors of education, nursing, and home economics remain at the bottom of the pay scale.

Mr. Howe did not predict that many of the lower-paid disciplines would move up the ranks, but he said he had hopes for nursing professors. "They're so well orga-

Continued on Page A15

QUALITY, NOT QUANTITY

Efforts to Limit 'Trivial' Scholarship Win Backing From Many Academics

Continued From Page A1

that candidates for tenure and promotion can submit to the panels that evaluate them.

"The overproduction of routine scholarship is one of the most egregious aspects of contemporary academic life," Mr. Kennedy told the university. "It tends to conceal really important work by its sheer volume, it wastes time and valuable resources, and it is a major contributor to the inflation of academic library costs."

The proposed limit—a policy adopted in recent years by Harvard University's Medical School and the National Science Foundation—is part of a comprehensive plan to devote more attention to teaching at Stanford.

It remains to be seen whether Stanford's faculty, distracted by budget problems and by a growing controversy over the university's indirect-research charges to the federal government, will agree to the proposal. Some Stanford professors have been sharply critical of it. But whatever the outcome, the fact that a major research university has acknowledged that "trivial" research is a problem is sure to stir discussion on other campuses.

"I strongly support the approach," says Peter E. Wagner, provost at the

STATE UNIVERSITY OF NEW YORK–BINGHAMTON

Peter E. Wagner, provost at the State U. of New York at Binghamton: If Stanford is acknowledging the problem of trivial research, "that might help."

State University of New York at Binghamton. "If Stanford's doing it, that might help." He may lobby his own faculty on the issue, he says.

Says Sharon Boots, managing editor of the journal *Analytic Chemistry*: "This publish-or-perish business is getting out of hand. I think it's a marvelous idea."

The idea behind Stanford's proposal is this: If scholars know that they can

Continued on Page A16

A Long-Time Critic Crusades to Expose the Flaws of the Faculty-Reward System

MADISON, WIS.

Pasupati Mukerjee, a professor at the University of Wisconsin's School of Pharmacy, is only half joking when he says he could use a liability-insurance policy. That way he'd be covered if any of his students ever accused him of teaching the work of scientists with questionable credentials—scholars like Archimedes, Einstein, Newton, and Planck.

Because some of history's finest scientists are known for making only a few key contributions, some might not get tenure or merit raises by today's standards, the feisty Mr. Mukerjee contends.

"If scientists are evaluated based on their lasting impact, those scholars would be included," he says. But if they are evaluated based on the quantity of their publications and grants, he says, "I'm in trouble."

It is a point Mr. Mukerjee has made often (too often, some colleagues grumble) during his 26-year tenure at Madison. A long-time critic of a faculty-reward system that is widely seen as emphasizing quantity, he has made it a personal crusade to expose its flaws. Along with citing the roll-call of brilliant scientists, he writes informal position papers—focusing on the history and ethics of science or on faculty evalua-

JEFF MILLER, UNIVERSITY OF WISCONSIN–MADISON

Pasupati Mukerjee of U. of Wisconsin's School of Pharmacy: "My goal is to produce a few significant publications and not too many trivial ones."

tion—to make his point. Which is this: Quality, not quantity, is what matters. A lasting impact.

Mr. Mukerjee is, by his own admission, something of a gadfly on the issue. He also is not among the more prolific scholars in his school. ("I'm very slow.") In a way, his own record underscores his message. "My goal," he wrote in a recent analysis of his own work, "is to follow my earlier objectives of producing a few significant pub-

Continued on Page A17

FACT FILE: Average Faculty Salaries by Rank in Selected Fields, 1990-91

	282 Public Institutions						494 Private Institutions					
	Professor	Associate professor	Assistant professor*	New assistant professor	Instructor	All ranks	Professor	Associate professor	Assistant professor*	New assistant professor	Instructor	All ranks
Accounting	$58,680	$49,198	$42,635	$42,799	$28,343	$47,341	$57,303	$46,298	$39,025	$40,491	$30,475	$43,997
Agribusiness and agricultural production	44,028	37,772	33,611	29,495	36,650	38,947	41,203	30,706	29,188	—	—	32,760
Allied health	49,757	38,643	32,093	32,047	26,896	36,343	50,447	41,594	32,286	31,801	22,629	35,243
Anthropology	50,005	38,965	31,694	29,123	—	42,628	51,213	39,168	31,766	29,702	—	40,660
Architecture and environmental design	49,831	41,540	34,341	31,834	30,115	41,454	54,329	42,484	35,930	—	—	43,883
Area and ethnic studies	51,499	42,692	34,397	—	29,727	42,595	53,130	42,202	—	—	—	—
Audiology and speech pathology	50,454	39,505	32,008	31,128	26,338	39,766	50,560	39,112	30,264	—	—	38,386
Business administration and management	55,347	46,298	40,550	43,373	27,919	45,297	62,268	44,923	38,406	39,725	29,326	45,409
Business and management	56,309	46,963	41,873	43,896	28,429	46,364	59,787	48,627	42,361	40,545	29,702	47,947
Business economics	52,482	44,543	39,131	38,518	27,157	44,740	51,117	42,306	37,013	37,743	30,160	42,169
Chemistry	50,301	39,355	32,171	30,720	25,131	43,116	50,342	37,226	30,995	29,312	24,701	41,957
Communications	48,407	38,976	31,627	30,393	25,833	36,863	46,734	38,412	30,258	29,161	24,974	35,466
Communications technologies	50,252	38,842	32,002	—	26,129	38,892	50,217	37,901	32,520	32,259	23,356	36,046
Computer and information science	55,229	46,270	40,456	41,417	29,091	44,043	56,047	43,283	35,772	35,120	28,197	41,290
Curriculum and instruction	47,508	38,776	31,333	29,792	24,434	38,387	53,862	41,165	32,253	—	—	44,440
Dramatic arts	48,519	37,332	30,425	29,643	25,905	37,980	46,441	35,611	29,131	27,512	26,215	35,031
Drawing	47,143	37,409	30,631	29,496	24,626	38,851	43,879	34,281	28,630	26,882	24,408	34,741
Economics	53,447	42,574	36,452	37,174	29,901	44,654	64,690	41,734	36,542	32,609	29,901	47,077
Education	48,349	39,781	32,515	32,602	25,833	39,620	47,162	36,755	30,085	30,100	24,895	37,308
Engineering	57,756	47,171	40,799	41,365	31,856	49,087	66,465	50,424	43,867	40,737	30,294	55,260
Engineering technologies	48,228	40,784	33,896	33,582	27,427	38,856	46,129	39,950	34,062	—	29,277	37,925
Foreign languages	49,163	38,415	30,964	29,134	24,046	37,649	46,925	37,456	30,511	28,582	24,084	36,387
Geography	50,249	39,688	32,243	31,114	28,201	41,944	50,840	37,813	31,574	—	—	40,848
Geology	49,173	39,065	31,954	31,264	27,978	42,411	57,157	43,264	32,777	—	—	49,052
Higher education administration	50,045	40,553	33,060	—	—	43,197	47,620	41,325	33,153	—	—	41,490
History	49,033	38,862	30,108	27,764	25,126	42,236	47,208	37,044	29,564	27,531	24,756	39,220
Home economics	48,723	38,795	32,573	32,157	24,297	36,551	41,123	35,020	30,508	30,176	25,698	33,029
Hotel/motel management	52,028	43,521	—	—	—	44,772	—	40,974	33,676	—	26,317	36,398
Letters	47,697	38,268	30,246	28,296	22,746	36,868	46,401	36,087	29,210	27,882	25,179	36,620
Library and archival sciences	49,104	39,037	32,282	28,060	26,205	36,971	45,695	36,230	29,550	26,862	24,622	33,736
Life sciences	49,247	39,918	32,287	30,553	24,321	42,299	46,594	36,651	30,169	28,968	22,908	39,059
Marketing management	56,608	47,961	43,864	45,425	28,393	47,866	60,110	49,270	42,194	43,514	32,700	47,277
Mathematics	50,379	40,386	33,327	33,029	24,776	39,657	51,622	38,802	31,949	31,299	24,646	39,523
Multi-interdisciplinary studies	49,826	40,848	33,095	—	29,124	41,626	41,824	37,693	30,292	—	29,279	37,551
Music	47,296	37,416	30,364	29,269	26,632	38,041	42,569	34,045	28,707	27,929	24,221	34,418
Nursing	49,137	39,425	32,380	31,044	27,391	34,801	43,461	35,176	29,740	29,553	25,367	31,637
Occupational therapy	49,484	38,807	33,513	—	27,175	35,702	—	39,023	33,568	—	27,661	34,624
Philosophy and religion	49,922	39,169	31,007	28,740	26,679	41,607	45,808	36,407	30,159	28,866	24,396	38,496
Physical education	48,190	39,808	33,017	30,538	27,419	37,479	43,042	36,111	28,989	26,996	24,339	33,106
Physical science	48,108	38,822	32,324	34,813	23,615	40,913	54,318	41,428	33,064	31,042	23,382	44,863
Physical therapy	48,466	40,584	35,270	35,078	27,507	37,280	—	44,675	35,928	—	26,808	36,557
Physics	51,117	40,408	34,042	32,586	27,452	44,046	55,801	41,083	36,168	33,894	29,734	46,788
Political science	50,105	39,122	31,145	29,835	26,561	41,428	50,466	38,640	31,203	29,584	26,735	40,707
Protective services	47,688	38,927	31,249	29,730	26,227	37,397	53,755	37,472	30,686	—	—	40,108
Psychology	49,892	39,597	31,863	30,607	26,904	41,963	47,857	36,959	30,331	29,244	24,881	38,648
Reading education	47,629	38,097	31,953	—	24,921	38,568	47,991	33,656	28,467	—	—	—
Secretarial and related programs	47,306	38,517	32,653	36,088	24,408	37,485	—	30,920	23,739	—	25,037	27,835
Social sciences	46,296	37,300	30,506	30,487	24,376	37,515	51,564	36,148	31,525	30,703	25,364	39,544
Sociology	49,428	39,175	31,543	29,799	25,773	40,951	47,125	36,807	30,018	28,229	23,566	37,517
Special education	49,300	39,348	32,392	30,070	26,287	40,451	48,042	35,624	28,967	28,264	21,656	35,602
Student counseling and personnel services	48,864	38,326	31,638	29,687	28,432	40,549	48,971	40,827	31,050	—	—	40,212
Teacher education, general programs	48,754	38,788	32,062	31,035	26,005	39,379	39,284	33,850	28,370	28,091	22,902	32,648
Theology	—	—	—	—	—	—	41,631	34,870	29,494	27,516	26,177	36,031
Visual and performing arts	48,326	36,935	30,097	29,443	25,296	37,144	46,347	36,396	29,640	28,189	24,896	36,018
All major fields	**$50,041**	**$40,501**	**$33,582**	**$32,576**	**$26,052**	**$40,607**	**$50,187**	**$39,005**	**$32,426**	**$31,037**	**$25,804**	**$39,683**

Note. Data are based on reports from 282 public institutions that are members of the American Association of State Colleges and Universities and from 494 private colleges and universities.

* Includes data for new assistant professors.

— Indicates fewer than 10 positions in a rank or fewer than 50 of all ranks. The data are included in the averages for all ranks and for all fields.

SOURCE: COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

Engineers Are Atop Faculty-Pay Scale for 8th Year in Row

Continued From Page A13

nized," he said. "They're almost like a collective-bargaining unit."

Mr. Howe also said the data indicated that professors in business and management fields would move up the pay scale. Many new assistant professors in accounting and marketing, he noted, earn higher starting salaries than their counterparts in engineering.

New assistant professors in marketing management earned an average of $45,425 at public institutions, while their counterparts in engineering earned an average of $41,365. The survey of faculty members at private institutions showed similar findings for new assistant professors in both fields. Mr. Howe said those findings suggested not only a change in which disciplines would attract top dollar in the future, but also that salary compression was a continuing problem. That is, assistant professors in those fields who had been at their institutions longer earned less on average than newcomers.

Nursing professors may climb the pay scale in the future. "They're so well organized. They're almost like a collective-bargaining unit."

For professors of all ranks and disciplines, salaries at the start of the current academic year averaged $39,683 at private colleges and $40,607 at public colleges.

Mr. Howe said the average faculty salaries at private colleges had remained lower than those at public institutions because the latter were more likely to have collective-bargaining units. Professors represented by such units earn higher salaries on average—13 per cent higher this year—than professors at non-unionized institutions.

Public-Private Switch

Increases in faculty salaries at private colleges, however, outpaced those at public institutions this year—a switch from the previous two years. Professors at private institutions earned an average of nearly 8 per cent more than last year, while those at public colleges earned about 4 per cent more. Mr. Howe blamed the poor economies of many states for the lower raises at public institutions. He said he did not expect raises to improve anytime soon. "My crystal ball tells me that the raise for publics will be even less next year."

An earlier study by the American Association of University Professors, which looked at faculty salaries at 2,215 colleges and universities by academic rank, gender, and type of institution, drew similar conclusions (*The Chronicle*, April 3). That survey found that the average salary for professors at all types of institutions during the 1990-91 academic year is $43,720—5.4 per cent higher than last year.

The CUPA survey did not include professional-school faculty members or administrators with faculty rank. The data represent earnings for full-time professors over 9 or 10 months, excluding fringe benefits.

CUPA conducted separate surveys of public and private institutions. Copies of the surveys are available to participating institutions for $20 each, to CUPA members for $30 each, and to all others for $60 each from the College and University Personnel Association, 1233 20th Street, N.W., Suite 503, Washington 20036; (202) 429-0311. Colleges may also purchase specially tailored studies comparing their average faculty salaries with those of similar institutions. ■

Questions About Renovations Lead to Protest at James Madison

HARRISONBURG, VA.

A group of James Madison University students ended their academic year with four days of protests, demanding that President Ronald E. Carrier address questions about renovations on the presidential mansion.

The protesters—including student-government leaders—have in the past year raised questions about the renovations, which took place four years ago. Many of the questions were prompted by a student's attempts to gain information about university spending.

Fred D. Hilton, a spokesman for James Madison, said about $400,000 in state and private money had been spent in two stages from 1985 to 1987 to renovate the mansion, called Oakview. He said the work done on the house, a private home acquired in the 1970's, had made it more suitable for entertaining.

The state auditor, the state education secretary, and state police officials all have said that allegations of improper expenditures on Oakview were fully investigated in the past, and discounted. Most officials said they considered the case closed. Some suggested the critics were waging a personal vendetta against the president.

Some students and other campus observers, however, have speculated that further work was done at Oakview, and that the earlier renovation cost more than the university has stated. Elizabeth Ising, a student-government officer, said she was concerned about what she saw as a lack of communication between the administration and students on spending for Oakview—particularly during tough financial times. "Everyone's talking about the budget crisis, and then we hear about $200,000 being spent on the president's house and solid-gold bathroom fixtures," she said.

Mr. Hilton, who said the widely talked-about fixtures did not exist, said President Carrier planned to meet with students in the fall.

—COURTNEY LEATHERMAN

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Many Academics Are Backing Efforts to Cut Down on 'Trivial' Scholarship

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list, say, only three pieces of work on the bibliographies they submit to evaluation committees, they won't feel they are under as much pressure to crank out papers. The length of the bibliography might vary, based on a scholar's discipline or rank.

So eager are some scholars to build up their résumés that Ms. Boots regularly receives papers for submission that have been submitted elsewhere under different titles or with minor changes. (Once, while editor of another journal, she unknowingly published such a paper.) Some scholars also practice what Ms. Boots and others call "salami science": They slice up their research results into "least publishable units" so they can get several papers out of work that rightfully merits only one.

Concern Directed at Sciences

Much of the concern about excess publishing is directed at the sciences, where scholars tend to publish research results rapidly, in articles rather than in books. While critics in the scientific community acknowledge that the escalation of publication is partly due to a "knowledge explosion," they speculate that pressure to win grant money and commercialize research accounts for too much of it. Increasingly, scientific-journal editors are pushing for stricter policies governing multiple authorship, duplicative research, and other issues associated with overpublishing.

But critics in all disciplines worry that the emphasis on quantity overburdens peer reviewers, takes professors away from their students, discourages them from doing risky research, leads to a proliferation of narrowly specialized journals, and may even motivate scholars to publish fraudulent research results.

"The economic cost is also scandalously high," says Page Smith, former provost at the University of California at Santa Cruz, in his 1990 book *Killing the Spirit: Higher Education in America*. A major contention of his book is "that the routine and pedestrian far outweigh the brilliant and original; that routine and pedestrian research is not merely a very expensive nullity but a moral and spiritual drag on the institutions in which it takes place. . . . "

Research by Small Proportion

Each year scholars publish hundreds of thousands of articles, books, and monographs, on topics ranging from the aging process of Indian women in South Africa to efforts to map human chromosomes to the effects of professional baseball on marriage, to name just three subjects of recent research.

Critics of the system acknowledge that most academic research is done by a relatively small proportion of faculty members, and that the many professors who have never published might benefit greatly if they did so occasionally. And yes, these critics say, it's true that the value of research often can't be determined in advance—the argument most often made by those on the other side.

"I have nothing against publishing," says William D. Schaefer, a retired English professor and former executive vice-chancellor at the University of California at Los Angeles. "The alert mind is going to constantly want to explore. It's the quantity that drives me nuts."

Mr. Schaefer published a book last year called *Education Without Compromise: From Chaos to Coherence in Higher Education*, which discusses the pressures of scholarly publishing. It recounts his frustrations when, as executive director of the Modern Language Association and editor of its chief journal in the 1970's, he tried unsuccessfully to solicit articles that would appeal to a wider audience. His views on scholarly research angered some: "I remember one department chairman shaking his fist at me, saying, 'We may be small, but we're a 13-book department,' " he recalls.

TERRY O'DONNELL, UCLA

William D. Schaefer, former vice-chancellor at U.C.L.A.: "I have nothing against publishing. It's the quantity that drives me nuts."

The Evidence Mounts

Indeed, the "publish or perish" conflict is hardly new. But it has taken on a greater urgency lately as criticism of undergraduate education has intensified, as scientists have found it harder to win grants, and as institutions that once emphasized teaching have stepped up their expectations for research.

At the same time, evidence documenting the conflict has multiplied:

A nationwide faculty survey released by the Carnegie Foundation for the Advancement of Teaching in 1989 found that more than half the professors at comprehensive institutions—and 42 per cent of those at research universities—felt that on their campuses publications were merely counted, not evaluated for quality. More than half of those at research universities rated the number of publications as a "very important" factor in getting tenure, while only 4 per cent viewed observations of their teaching as such.

The foundation also found that the proportion of professors who said tenure was difficult to achieve without publishing had doubled—to 42 per cent—since 1969, when it conducted a similar survey. At research universities, the proportion rose to 83 per cent, up from 44 per cent. At comprehensive institutions, it jumped to 43 per cent, up from 6 per cent. Even at liberal-arts colleges, which strongly value teaching, one-fourth of professors in 1989 said it was difficult to get tenure without publishing.

The foundation has since issued a report urging campuses to broaden the definition of what counts as scholarly research—another idea that is generating discussion in academe.

A survey released this month by scholars at the University of California at Los Angeles, meanwhile, found that nearly one-third of professors at public baccalaureate colleges—and a bigger proportion of those at research universities—felt that institutional pressures to do research interfered with their teaching. It also found that three-fourths of all professors felt that increasing or maintaining institutional prestige was a high priority for their campuses.

Stiff Resistance Likely

Those who would like to change an academic culture that places such a premium on the quantity of publication are likely to encounter stiff resistance.

For one thing, evaluating scholars is difficult, and the length of one's bibliography does provide some measure of his or her abilities, says William C. Kelly, vice-president for research at the University of Michigan. "I want to see the full bibliography," he says. "But I think we're seeing a healthy trend toward a deeper examination of quality."

The prestige issue is another major obstacle. Ironically, even as Stanford questions its expectations for research, many lesser-known universities aspire to be more like Stanford—by doing more research.

"At my university it comes down to numbers," says a professor at one such institution, who did not want to be identified because she has not yet come up for tenure. "A book is needed for tenure. It doesn't matter if it's a good book."

Such talk bothers David Ward, vice-chancellor for academic affairs at the University of Wisconsin at Madison. "The great research universities are viewed as precious global research universities," he says. Why, he asks, must the "Podunk U.'s" aspire to imitate them?

Professors at Madison, Mr. Ward adds, are starting to talk about ways to emphasize quality over quantity.

Perhaps the biggest obstacle to changes in the system is the subjective notion of value. Mr. Schaefer invited criticism when he suggested in his book—with tongue only slightly in cheek—that the most worthless academic research be showcased in a special journal named, appropriately, *Twaddle*. That way, he argued, scholars might not produce so much of it.

Paradox in the Debate

Counters W. J. T. Mitchell, editor of the literary journal *Critical Inquiry:* "If he can figure out what's twaddle, fine."

Mr. Mitchell's response illustrates the paradox in the debate over whether much faculty research is worthless: Worthless, he and others ask, to whom?

If the concern in academe about over-publishing is most acute in the sciences, the humanities have borne the brunt of public criticism. Humanities scholars fear the criticism obscures important work being done in non-traditional areas involving issues of race, gender, and class.

"Anyone who expects that advanced research in the humanities ought to be accessible and readable to the man in the street is just crazy," says Mr. Mitchell, who is also chairman of the English Department at the University of Chicago. "I always found it hard to see why it should be a scandal that English professors have a professional identity and language."

Professors of English regularly find themselves defending that identity during the M.L.A.'s annual meetings, a favorite target of newspaper columnists who write about the many presentations with seemingly outrageous or esoteric titles.

But there again, argue the scholars and editors who publish such papers (which at last year's meeting had such titles as "More than Murder: Moral Agency in Lesbian Detective Fiction" and "Erotic Resistances in Shakespearean Drama: Boundaries, Apertures, Matrices"), value is in the eye of the beholder.

Language of 'Personals'

Take "The Language of Newspaper 'Personals,' " a paper delivered at the 1990 meeting by Elizabeth E. Ervin. "Believe me, I've questioned whether I should spend my time writing on personal ads," says Ms. Ervin, a doctoral candidate in rhetoric at the University of Arizona, who wrote her master's thesis on that topic. "I've had enough people rolling their eyes at me." (One friend told her that she'd be impressive when she devoted her energy to something serious.) But when she began looking critically at personal ads, she realized they "said a lot about popular culture."

"I don't think that's esoteric," she says. "I think things that are totally inaccessible to the public are esoteric—like 'Jane Austen and the Masturbating Girl.' That's going to stay within the hallowed walls."

She was referring to a paper delivered at the previous year's meeting. ■

Publications of Full-Time Faculty Members at Four-Year Institutions in 1986 and 1987

	Research and doctoral		Comprehensive and liberal arts	
	Proportion with publications	Average number of publications of each who published	Proportion with publications	Average number of publications of each who published
Refereed articles	70%	4.9	35%	2.6
Juried popular media	5	2.6	4	3.5
Reviews	25	2.8	16	2.9
Chapters	32	2.3	11	1.7
Textbooks	8	1.2	4	1.3
Books other than textbooks	10	1.3	5	1.4
Monographs	8	1.4	4	1.7
Non-refereed articles	30	2.8	20	2.9
Non-juried popular media	11	3.6	14	4.9
Other *	77	8.5	68	7.5
Total	**91**	**14.6**	**78**	**10.6**

Note: The figures are based on a 1988 survey of 11,013 faculty members at 480 colleges and universities. The response rate was 76 per cent. The figures cover only full-time "regular" faculty members, and exclude visiting, acting, and adjunct professors. The statistics were weighted to reflect the total population of full-time professors. The details do not add to the total because of multiple responses; the total reflects unduplicated counts. The faculty members were asked to report their publications and works accepted for publication in the two previous years.

* Includes technical reports distributed internally or to clients, workshops, presentations at conferences, exhibitions or performances in the arts, patents and copyrights, and computer software

SOURCE: U.S. DEPARTMENT OF EDUCATION

In 2 Years, a Million Refereed Articles, 300,000 Books, Chapters, Monographs

By CAROLYN J. MOONEY

Professors at research universities appear to be in little danger of perishing.

Each of the nation's estimated 489,000 full-time faculty members produced an average of two refereed journal articles and 0.6 scholarly books, chapters in edited volumes, monographs, or textbooks during the previous two years, according to unpublished data from the Education Department. The data were collected during a 1988 faculty survey. Professors at research universities averaged twice as many publications; those at two-year colleges published far fewer.

If each professor was the sole author of each publication, his or her efforts would add up to nearly a million refereed-journal articles and 300,000 books, chapters, monographs, and textbooks over two years. Those figures may be somewhat high since the data don't show which publications have more than one author—a growing trend in the sciences and a few other fields. Nonetheless, they reflect the importance of publishing at research universities.

Refereed articles, scholarly books, chapters in edited volumes, and monographs are considered most important in evaluating a professor's scholarly work. The Education Department data also include textbooks, written by a small proportion of professors. Not included are the thousands of book reviews, articles in general-interest publications, technical reports, and conference presentations also produced by faculty members.

70% Had Articles

Among the survey's findings:

■ At research and doctoral institutions, the proportion of professors publishing refereed articles in 1986 and 1987 was 70 per cent; chapters in edited volumes, 32 per cent; books, 10 per cent; monographs, 8 per cent; and textbooks, 8 per cent. At other four-year institutions, the proportion publishing refereed articles was 35 per cent; chapters, 11 per cent; books, 5 per cent; monographs, 4 per cent; and textbooks, 4 per cent.

■ Among professors at all four-year institutions, those in the health and natural sciences had published the most refereed articles in 1986 and 1987. Those in the health sciences and social sciences had published the most books, chapters, monographs, or textbooks during those two years.

■ During their entire career, health-science professors had published the most refereed articles—an average of 26.6. Those in the social sciences had written the most books, chapters, monographs, or textbooks—an average of 4.5.

There is plenty of other evidence of the demand for publishing.

Nobody seems to know exactly how many scholarly journals there are, but most estimates place the number of journals published in the United States in the tens of thousands.

The Institute for Scientific Information, a reference data bank in Philadelphia, tracks articles in more than 7,000 scholarly journals, including foreign publications. It also maintains citation indexes—which document the number of citations attributed to literature in its data banks—for the sciences, social sciences, and humanities.

3,200 Literature Journals

Although the institute's president, Eugene Garfield, thinks it indexes "80 to 90 per cent of what's significant," it covers only a portion of U.S. and foreign academic journals. Some observers of publishing trends estimate that the indexes cover 10 per cent of scholarly journals, but Mr. Garfield thinks the number is at least 25 per cent.

The Modern Language Association's most recent Directory of Periodicals lists some 3,200 titles for journals and series dealing with literature, linguistics, language, and folklore. Of those, more than one-third are published in the United States and Canada, says the M.L.A.

The association recently analyzed the founding dates of still-existent journals listed in the directory, going all the way back to 1665 when *Journal des Savants* was founded in Paris by the *Académie des Inscriptions et Belles-Lettres* of the *Institut de France*. It found that the number peaked in 1970, when 99 journals that are still being published were established. Since then, there has been a decline in the number of such journals founded. There were 32 in 1988.

M.L.A. officials speculate that the decline may be linked to the drop in the pool of doctoral-degree candidates. Phyllis Franklin, the association's executive director, suggests that when the faculty job market was tight, "institutions could demand more from their junior scholars." That may change if the job market opens up in the coming decade, she says.

In the sciences, an analysis of citation rates, published in December in the journal *Science*, led to a ferocious debate over publishing. In an attempt to gauge what proportion of scholarly research in the sciences was valuable, the article examined how often scientific literature indexed by the Institute for Scientific Information had been cited by other scholars in the five years following its publication.

Fresh Ammunition

The article, based on data from the institute, concluded that 55 per cent of the literature remained uncited during that period. It also used data from another study to suggest that as much as 80 per cent of the literature was never cited more than once during that period.

David A. Pendlebury, a research analyst at the institute, later clarified the citation data. He noted in a letter to *Science* that the percentage of non-cited literature was actually lower because the index includes meeting abstracts, letters, and other written material normally not cited. When such material is excluded, he said, only about 22 per cent of scientific articles remained uncited during the five-year period. If only U.S. authors were included, the figure would be even lower, he said.

Nonetheless, Mr. Pendlebury said in an interview, the analysis provided critics of the scholarly-publishing system with fresh ammunition.

"The interesting point is not really the data, but the reaction to the data," he says. "There's an underlying feeling that much of what is published is worthless."

As Ms. Franklin of the M.L.A. sees it, a certain amount of waste is inherent in the system. But if more publishing leads to more bad books, it also leads to more good books, she says. To underscore her point, she turns to a 1935 book, *Literary Pioneers: Early American Explorers of European Culture*, in which the 19th-century American author George Ticknor is quoted as praising the German university system in a letter to Benjamin Franklin.

The German universities, he wrote, were ahead of others chiefly due to "the constitution of their literary society generally, which admits no man to its honours, who has not written a good book. The consequence, to be sure, is that the professors are more envious and jealous of each other . . . and that more bad or indifferent books are printed than in any country in the world, but then the converse of both is true; and they have more learned professors and authors at this moment than England and France put together." ■

Average Number of Publications by Full-Time Faculty Members in 1986 and 1987

BY TYPE OF INSTITUTION

	Refereed articles	Books, textbooks, book chapters, monographs	Book reviews	Other reports	Presentations, exhibitions
Public research	4.0	1.2	0.7	2.4	5.8
Private research	4.1	1.4	0.8	1.5	4.0
Public doctoral	2.7	0.8	0.9	1.7	5.1
Private doctoral	3.6	0.9	0.8	1.1	5.1
Public comprehensive	1.0	0.4	0.5	1.6	4.5
Private comprehensive	1.0	0.4	0.5	1.6	3.9
Liberal arts	0.6	0.3	0.4	0.9	3.2
Public two-year	0.2	0.2	0.3	0.7	2.4
Other *	0.9	0.6	0.7	1.5	5.5
All institutions	**2.0**	**0.6**	**0.6**	**1.5**	**4.3**

BY DISCIPLINE, AT 4-YEAR INSTITUTIONS ONLY

	Refereed articles	Books, textbooks book chapters, monographs *	Book reviews	Other reports	Presentations, exhibitions
Agriculture / home economics	3.3	0.6	0.2	3.1	5.4
Business	1.4	0.5	0.2	1.5	2.6
Education	1.5	0.7	0.4	2.0	5.1
Engineering	2.5	0.5	0.2	3.1	3.0
Fine arts	0.8	0.3	0.4	0.8	15.6
Health sciences	4.3	1.2	0.6	1.7	6.0
Humanities	1.4	0.8	1.4	0.9	3.3
Natural sciences	3.2	0.5	0.5	2.4	2.9
Social sciences	2.1	1.1	0.9	1.4	3.4
Other fields	1.2	0.6	0.7	1.5	3.0

Note: The figures are based on a 1988 survey of 11,013 faculty members at 480 colleges and universities. The response rate was 76 per cent. The figures cover only full-time "regular" faculty members, and exclude visiting, acting, and adjunct professors. The statistics were weighted to reflect the total population of full-time professors. The faculty members were asked to report their publications and works accepted for publication in the two previous years. The total includes private two-year colleges, which are not shown separately.

* Includes religious and other specialized institutions, excluding medical schools

SOURCE: U.S. DEPARTMENT OF EDUCATION

A Personal Crusade to Expose Flaws of the Tenure System

Continued From Page A13

lications and not too many trivial ones."

Mr. Mukerjee, a physical chemist, thinks universities should place more emphasis on a scholar's long-term citation record—the history of having one's work cited by other scholars. In the analysis of his work, Mr. Mukerjee examined his own citation record. From 1955 to October 1990, his analysis found, he wrote 77 articles and a monograph. The monograph took four years but has been cited hundreds of times. The average number of citations per article (excluding self-citations, in which scholars refer to their own work) is 68 and growing, he says. In comparison, only 2 per cent of all papers get more than 50 lifetime citations, he says.

The most widely used source for citations is thought to be the Science Citation Index of the Institute for Scientific Information, a Philadelphia-based data bank that tracks articles from more than 7,000 scientific journals. Scholars often clash over how much weight to give a citation record. Some argue that it should not be used to evaluate young scholars, who haven't been working long enough for their work to be widely cited. Others say it perpetuates a bias toward certain types of research.

'He's Obsessed'

Although Mr. Mukerjee doesn't consider the I.S.I. data base perfect (for one thing, it doesn't include citations in books), he thinks universities ought to use it more often in the evaluation process.

The pharmacy school at Madison relies instead on a broad set of evaluation criteria, including a professor's publishing record, teaching, history of winning grants, and work with graduate students, says August P. Lemberger, the school's dean. As for Mr. Mukerjee, the dean says, "He's done some outstanding work. He has had impact." But in academe in general, and perhaps in Mr. Mukerjee's case in particular, Mr. Lemberger says, "there's always an element of, What have you done lately?"

Some of Mr. Mukerjee's colleagues are sympathetic toward his views. But at least one professor wishes he didn't have to hear them so often. "He's obsessed," the professor says. "He's so single-minded that every discussion ends with Einstein and Archimedes not being able to get tenure."

That doesn't ruffle Mr. Mukerjee. The way he sees it, he's only helping two scholars whose work made a lasting impact to get the recognition they deserve.

—CAROLYN J. MOONEY

Government & Politics

Ways & Means

Officials of two federal agencies are investigating whether Lauro F. Cavazos's travel practices as Education Secretary violated the law.

The investigation, by the Justice Department and the Education Department's Inspector General, was begun before Mr. Cavazos resigned in December, officials at the education agency said.

Investigators are looking into whether Mr. Cavazos violated regulations by using frequent-flier credits earned on government trips to pay for his wife's travel.

The investigators are also interested in whether the former Secretary violated regulations by insisting on flying on Trans World Airlines.

Officials say Mr. Cavazos often took circuitous routes and may have paid higher fares than were available on other airlines so he could travel with his wife, Peggy. She often flew on Trans World because one of their sons works for the airline and received free tickets.

Mr. Cavazos could not be reached for comment last week.

Government officials said they did not know when the investigation would be completed.

■

University officials are protesting a Bush Administration proposal to increase the cost of obtaining patents.

Under the proposal, universities would no longer be able to take advantage of some of the special rates for patent fees that are available to them.

For most universities, the cost of filing and maintaining a patent would rise from $3,495 to $6,520. Higher-education officials note that today's fees are 69 per cent more than they were last year, so another increase would be particularly difficult.

Howard W. Bremer, former patent counsel to the Wisconsin Alumni Research Foundation, says the increase could discourage universities from filing patents. The foundation manages patents for the University of Wisconsin at Madison and filed for 30 patents last year.

Congress will consider the proposal this year as it reauthorizes the U.S. Patent and Trademark Office. Lawmakers have said they want to preserve the low rates for universities, but are unsure of how to do that without denying the patent office the money it needs to operate.

■

The Education Department has changed its toll-free number for students seeking information about federal student-aid programs.

The new number is 1-800-4FED AID.

Students who call the number can receive information about completing aid applications, eligibility requirements, and the award process. The Education Department has operated the number since 1987 and receives about 80,000 calls a month.

Budget Office Proposes New Limits on Overhead Costs; IRS to Investigate Colleges Involved in the Scandal

IRS investigation

WASHINGTON

The Internal Revenue Service plans to investigate colleges involved in the scandal over overhead payments for federal research, to see if they may be violating tax laws governing non-profit organizations.

Marcus S. Owens, director of the I.R.S. Exempt Organizations Technical Division, said in an interview last week that the service planned to study whether the universities were claiming as deductions the same items for which they have been billing the government. He said he believed that "similar" items would turn up in the investigation.

The deductions would apply to the universities' unrelated-business income tax. That tax, known as UBIT, is paid by non-profit organizations on income they receive that is not related to their primary missions. The I.R.S. and some members of Congress have long been concerned that colleges have been using questionable deductions to limit their UBIT payments.

Mr. Owens said his interest in the topic had been prompted by newspaper reports about colleges' billing the government for yachts, wine, and foreign travel. "I am wondering, given the rather unusual items that are popping up as expenses, whether and to what extent the university accounting systems are putting the same expenses into the deductions they use to calculate their UBIT," he said.

Universities Not Identified

Universities typically report their UBIT deductions in general categories such as administrative costs, he said, noting that many of the controversial items in the

Continued on Page A24

Budget Office limits

By COLLEEN CORDES

WASHINGTON

The White House Office of Management and Budget proposed new limits last week on overhead reimbursements for federally supported research. About 75 major research universities may collectively lose as much as $100-million a year under the plan.

The major change would set a limit of 26 per cent on the rate that universities can charge for administrative overhead costs related to research. That means that for every dollar that a university receives for most of the direct costs of a research project, it could receive no more than 26 cents for the costs of administrative overhead.

At present, the rate for administrative overhead ranges from about 12 per cent to 45 per cent, according to the budget office. Thomas A. Scully, associate director of O.M.B. for human resources, said 26 per cent was about the average at major research universities.

Federal officials said they did not know exactly how many institutions would lose money under the proposal, which could take effect as early as next month. But of the major research institutions, about 75 now have rates above the new ceiling, Mr. Scully said.

Congress Eyes Tighter Restrictions

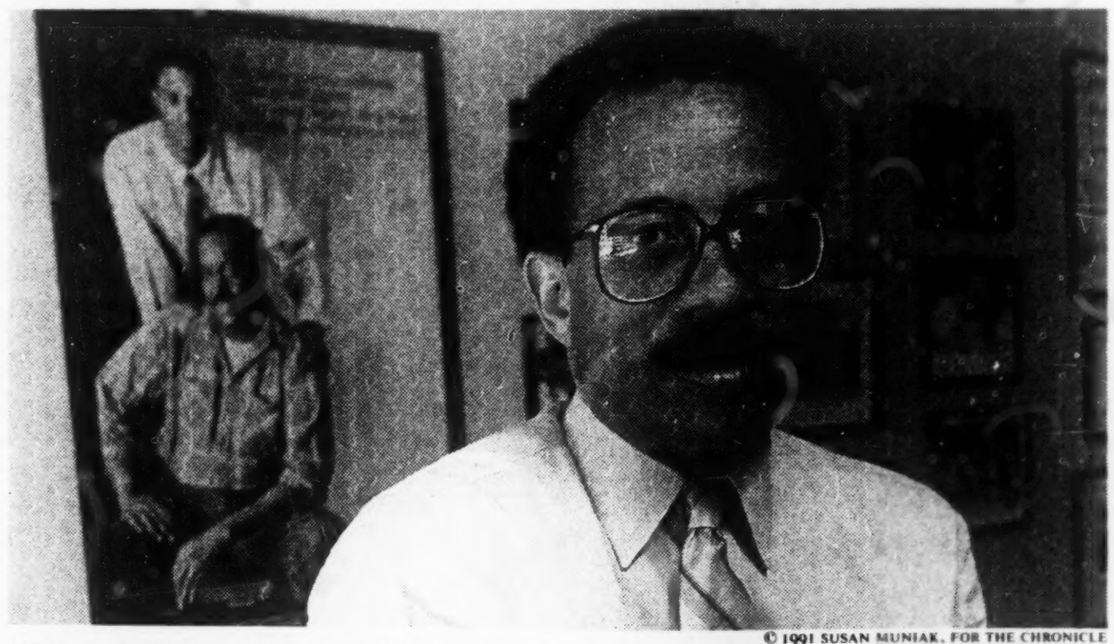
The proposed change, he added, represents a reasonable approach to preventing university abuses of the overhead system. Congress may decide to impose even tighter restrictions on overhead, he noted. Federal research agencies will spend the money thus saved—which he estimated at $70-million to $100-million—on other research awards, so research will not be hurt, he said.

"We need to be and are in fact concerned with making sure the universities get a fair break," Mr. Scully said.

But many higher-education officials said the new ceiling on administrative overhead would cause serious damage to the research programs at institutions that have collected a higher rate for their administra-

Continued on Page A24

Interest Groups Prepare for Sharp Debate Over Title III Aid for 'Have Not' Colleges



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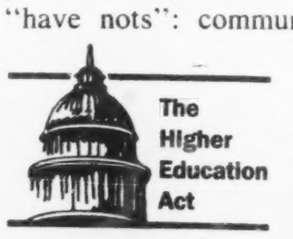
William A. Blakey, a lawyer who represents many black colleges: "You can't take Hispanic institutions and use a black-college model to design a program."

By SCOTT JASCHIK

WASHINGTON

Title III of the Higher Education Act provides funds for higher education's "have nots": community colleges with burgeoning enrollments, historically black colleges that enroll many students who cannot afford the tuition, and small private colleges with minuscule endowments.



Although the program is small—its current budget is $205-million—the 395 colleges and universities that participate say the money allows them to do things they could not afford otherwise. Dillard University uses Title III funds for an honors program and to make its teacher-education program more rigorous. Highline Community College is upgrading its computer facilities. Ottawa University was able to match a $1-million challenge grant, thereby tripling its endowment.

For a program with so many supporters, both on campuses and on Capitol Hill, Title III may be in for rocky times during the reauthorization of the Higher Education Act. Starting this week, Congress is expected to hear sharply conflicting reports about which institutions and ethnic groups

Continued on Page A22

10 States to Receive $75-Million From NSF to Improve Teaching of Science and Math

By GOLDIE BLUMENSTYK

WASHINGTON

The National Science Foundation has chosen 10 states to receive a total of $75-million for comprehensive programs to improve the teaching of mathematics and science in schools and colleges.

The N.S.F. announced the winning states last week. Thirty had applied to participate.

In addition to the $75-million, which will be awarded over five years, the 10 states have collectively pledged to spend nearly $100-million in additional public and pri-

Continued on Following Page

The 10 Winning States

Connecticut	$7,866,725
Delaware	$4,941,991
Florida	$7,903,883
Louisiana	$10,000,000
Montana	$9,942,175
Nebraska	$4,471,914
North Carolina	$7,856,586
Ohio	$10,000,000
Rhode Island	$9,351,042
South Dakota	$7,517,040

10 States Win $75-Million From NSF to Improve Science, Math Programs

Continued From Preceding Page
vate funds over the same time period. Some states appropriated a portion of those funds to the effort this year.

Walter E. Massey, the foundation's director, said the statewide effort was significant not only for the level of financial support, but also because the strategies are designed to address a range of issues and touch on many components of the education system, including community attitudes that affect education.

Although most of the programs are aimed primarily at schools, many could dramatically change college-level teaching of mathematics and science.

For example, as part of the Nebraska program, state officials plan to use prominent business leaders in a public-awareness campaign that focuses on the importance of science and mathematics in key state industries.

Parents Are Blamed

"There are far too many parents who say, 'I was never good at it, it's O.K. if my child isn't good at it,' " said Jim Lewis, chair of the mathematics department at the University of Nebraska at Lincoln.

The university will receive nearly $4.5-million from the N.S.F. and has pledged an additional $1.5-million from state and local sources. It will also be involved in other aspects of the Nebraska proposal, including developing a new mathematics curriculum for elementary and secondary schools, providing courses for new and experienced teachers in the new curricula, and expanding the use of telecommunications technology.

Mr. Massey, speaking at a press conference here, said the program was a departure for the N.S.F. because of its emphasis on "systemic" approaches, rather than on grants for single efforts, such as curriculum reform or improving teacher training.

'Hands-on Involvement'

Also, Mr. Massey said, the foundation's money will be awarded as part of cooperative agreements with the states, and N.S.F. staff members will have a continuing "hands-on involvement" with the programs. The N.S.F. will monitor the progress of the efforts according to standards set out by the states in their proposals.

Although most of the programs are aimed primarily at elementary and secondary schools, many could dramatically change college-level teaching of mathematics and science, grant recipients said. The changes at the college level will come in the training of new teachers, and eventually in shifting the college curriculum to reflect the skills that students will have once they go through the revised high-school program.

In Montana, state officials plan to use the nearly $10-million from the N.S.F. and $16-million from other sources to overhaul the high-school mathematics curriculum. Under the new format, modeled on a curriculum used in the Netherlands, students will be taught algebra, geometry, probability, and data analysis every year, rather than spending a year on each subject. They also will use computers and other tools as part of their regular lessons.

The idea, said Daniel T. Dolan, mathematics supervisor for the state Office of Public Instruction, is to show students situations where mathematics principles can be applied, and to have technology "totally embedded in the curriculum."

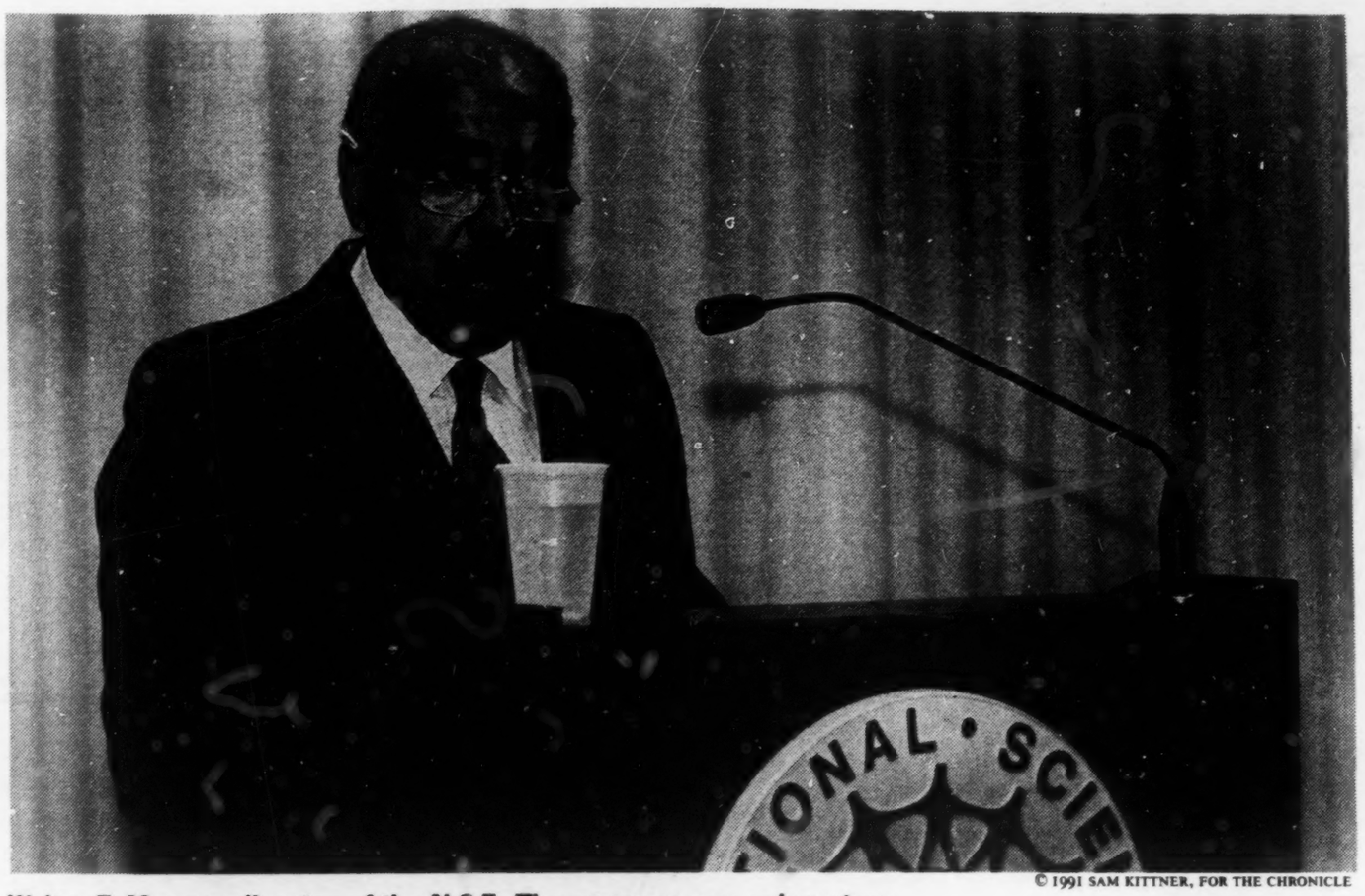
To meet those goals, the state will have to "teach teachers to teach differently," Mr. Dolan said. The new curriculum will be developed by professors at the University of Montana and Montana State University. Some of the state and N.S.F. funds also will be used to provide more computers for classroom use at the colleges.

An Immeasurable Boost

The Montana proposal also calls for cooperative efforts with school districts on American Indian reservations and with tribal colleges.

South Dakota officials also plan to use the money to change the curricula for mathematics and science. The state has already committed about $1.3-million toward the effort, but Howell Todd, executive director of the state Board of Regents, said "there's no question" the $7.5-million from the N.S.F. will give the program an immeasurable boost.

North Carolina's proposal takes a different tack. With its $7.8-million from the N.S.F. and $3-million from other sources, state officials plan to promote the idea of a technical-preparatory curriculum, suitable for students who plan to pursue two-year technical degrees at community or technical colleges. The programs would be developed with assistance from community colleges. ■



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Walter E. Massey, director of the N.S.F.: The program was a departure for the foundation because of its emphasis on "systemic" approaches.

STATE NOTES

■ U.S. court upholds constitutionality of Md. program for blacks

■ Arkansas lawmakers pass bill to overhaul technical education

A federal court last week upheld the constitutionality of a Maryland scholarship program that is available only to black students. The program is part a court-ordered desegregation plan for the University of Maryland.

Scholarships designed to redress past discrimination have generally been considered legal under federal civil-rights laws, particularly when a state's colleges have been found to be illegally segregated. But lawyers for the university said this ruling was significant because it was the first time a court had formally affirmed that.

The ruling was issued by Judge J. Frederick Motz of the U.S. District Court in Baltimore. Judge Motz cited the state's past segregation in his decision.

At issue was the Benjamin Banneker Scholarship Program, created in 1978 for Maryland residents. The scholarships cover tuition, room, board, and other expenses, and are worth about $33,500 over four years.

Daniel J. Podberesky, a white freshman at the university, sued in June, claiming that the scholarship was illegal because it was available only to black students.

Mr. Podberesky's lawyer—his father, Samuel—said he had not yet had a chance to see the opinion or decide whether to appeal. But he had contended earlier that the university's authority to offer "race based" scholarships ended when its court-mandated plan expired in June 1989. The Education Department, however, has not yet declared Maryland to be desegregated.

■

The Arkansas General Assembly has approved legislation designed to improve post-secondary technical education and bring it within driving distance of all state residents. It has also approved a new tax on business to pay for the overhaul.

Gov. Bill Clinton, a Democrat, has signed the legislation.

Among other things, the law would upgrade 12 of the state's 24 vocational-technical schools to technical colleges. As colleges, the institutions would be required to offer college-level curricula and could issue associate degrees.

Authority over the 12 institutions would shift from the Board of Vocational Education to the Department of Higher Education.

Money to develop the new curricula in mathematics, science, and the liberal arts, hire new faculty members to teach the courses, and improve libraries will come from an increase in the tax rate on corporate income above $100,000. State officials estimate that the increase, from 6 per cent to 6.5, will raise $10- to $12-million a year.

—GOLDIE BLUMENSTYK

Stanford Fires Lecturer Who Boasted of Defying Federal Anti-Drug Laws

Stanford University has fired a faculty member who boasted that he was defying federal anti-drug laws.

Stuart Reges, a senior lecturer in computer science, was dismissed after an investigation of his claims that he had carried the drug M.D.A. on campus and had used university funds to purchase alcohol for underage students. M.D.A. is an amphetamine derivative that usually produces euphoria in users.

In an interview last week, Mr. Reges said that he would either appeal his dismissal through the university's grievance process or sue the university.

In the letter informing Mr. Reges that he was being dismissed, James F. Gibbons, dean of the university's engineering department, said Mr. Reges had admitted to at least two violations of Stanford's anti-drug policy. All colleges and universities that receive any federal funds are required to have such policies in place.

Series of Letters

Mr. Reges triggered the investigation by writing letters about his drug use to *The Stanford Daily* and to federal officials. In a letter to Bob Martinez, director of federal drug policy, Mr. Reges wrote: "I disagree with the government's anti-drug campaign and I am doing everything I can to make fools of you."

Mr. Reges said he regularly carried drugs in his backpack on the campus. He challenged Mr. Martinez: "If your office gives you any power to try to force me to change my behavior, I suggest that you apply it."

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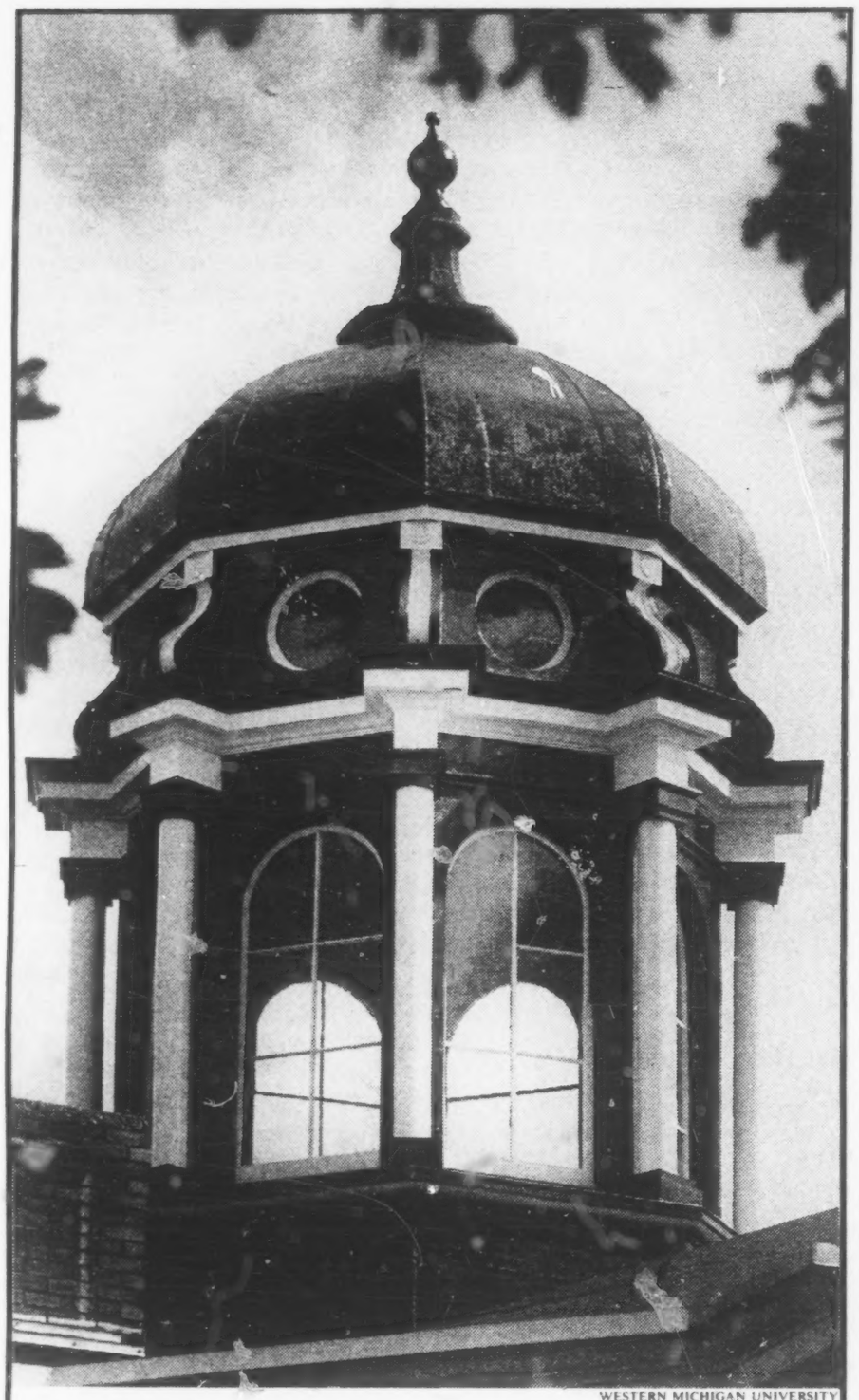
Stuart Reges, the lecturer fired by Stanford: "I have been found guilty in no court of law and yet I am being dismissed."

After receiving Mr. Reges's letter, Mr. Martinez wrote to Donald Kennedy, president of Stanford, reminding him of the university's obligations under the federal anti-drug laws.

Shortly after Mr. Kennedy received the letter, the university placed Mr. Reges on paid administrative leave.

Mr. Reges said last week that the university's action had been in direct response to Mr. Martinez's letter, which threatened the loss of federal funds if the university did not enforce the anti-drug laws.

Mr. Reges said his action had highlighted the question of "who's going to enforce the drug laws?" He said: "I have been found guilty in no court of law, and yet I am being dismissed. The universities have become part of the drug police." —CHRISTOPHER MYERS



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WASHINGTON ALMANAC

New Bills in Congress

WASHINGTON

Following is a summary of bills of interest to higher education that have been introduced in Congress. Copies of bills may be obtained from Representatives (Washington 20515) or Senators (Washington 20510).

HOUSE OF REPRESENTATIVES

Accreditation. HR 2246 would bar the Education Secretary from granting departmental recognition to accrediting agencies that do not take action against institutions with high default rates or low retention rates for students. In addition, the bill would bar the Secretary from recognizing agencies that do not take action against vocational and proprietary schools with low job-placement rates. By Representative Gordon (D-Tenn.).

American Indians. HR 1690 would authorize the creation of an American Indian university to serve students who have graduated from tribally controlled two-year colleges. By Delegate Faleomavaega (D-American Samoa).

Athletics. HR 2157 would require the National Collegiate Athletic Association to provide due process in taking disciplinary action against coaches, players, and colleges. By Representative Towns (D-N.Y.).

Athletics. HR 2243 would create the National Commission on Intercollegiate Athletics, which would be appointed by the President and Congressional leaders to study all problems related to college athletics. By Representative Dymally (D-Cal.).

Biomedical research. HR 2278 would authorize $25-million in additional spending by the National Institutes of Health for research on ovarian cancer and $10-million in additional spending by the N.I.H. for research on other women's-health issues. By Representative Hoyer (D-Md.) and five others.

Immigration. HR 2150 would amend the Immigration and Nationality Act to grant legal immigrant status to foreign holders of terminal degrees seeking to work at American colleges and universities. By Representative Slattery (D-Kan.).

Medical education. HR 2231 would require that medical colleges and teaching hospitals seeking grants under the General Internal Medicine and Pediatrics Program have departments of family medicine and require their students to be trained in family medicine. By Representative Cooper (D-Tenn.) and 25 others.

National Institutes of Health. HR 2281 would reauthorize the National Institutes of Health. By Representative Waxman (D-Cal.).

National Science Foundation. HR 2282 would reauthorize the National Science Foundation. By Representative Boucher (D-Va.) and 17 others.

Nursing education. HR 2300 would authorize the forgiveness of Perkins Student Loans for people who work as nurses for certain periods of time. By Representative Mink (D-Hawaii).

Student aid. HR 2331 would permit students enrolled less than half time to obtain Pell Grants. By Representative Mink (D-Hawaii) and 13 others.

Student loans. HR 2171 would require lenders to students to notify borrowers of any assignment or transfer of their loans. By Representative Frank (D-Mass.).

Student loans. HR 2336 would establish a loan program that would base repayment schedules on borrowers' income levels. By Representative Petri (R-Wyo.) and 15 others.

Taxes. HR 2205 would exclude income from scholarships and fellowships from taxable income and would allow interest payments on education loans to be deducted from taxable income. By Representative Hammerschmidt (R-Ark.).

Taxes. HR 2218 would exclude income from annuities from taxable income if the annuities were set up to finance a college education. By Representative Vander Jagt (R-Mich.) and Representative Jacobs (D-Ind.)

Taxes. HR 2340 would allow penalty-free deductions from Individual Retirement Accounts if the money were used for educational costs. By Representative Tallon (D-S.C.)

SENATE

Bethune Cookman College. S 1023 would authorize $9.5-million for a fine-arts center at Bethune Cookman College. By Senator Graham (D-Fla.).

Biomedical research. S 966 would authorize the establishment of five biomedical-research centers, three for contraceptive research and two for infertility research. By Senator Harkin (D-Iowa).

Copyright. S 1035 would alter copyright law to make it easier for scholars to quote from unpublished letters and documents. By Senator Simon (D-Ill.) and six others.

Social science research. S 1031 would establish within the National Science Foundation a separate division to support research in the social sciences. By Senator Kerry (D-Mass.)

Technology. S 1034 would reauthorize the Technology Administration and the National Institute of Standards and Technology. By Senator Hollings (D-S.C.)

In Federal Agencies

Scientific misconduct. The National Science Foundation has amended the rules governing its guidelines for investigating allegations of misconduct so that the guidelines include educational activities as well as research (*Federal Register*, May 14, Pages 22,286-290).

Student aid. The Education Department has proposed rules for changing the system of checking the immigration status of all students seeking federal financial aid. Through a computer link with the Immigration and Naturalization Service, the department would check applicants' citizenship. Currently, that job is the responsibility of the college or university that the applicant attends. Comments must be received by June 28 (*Federal Register*, April 29, Pages 19,782-7).

Student loans. The Education Department has proposed rules that would deny eligibility for loans to students at colleges with default rates that exceed 35 per cent in the Stafford Loan Program. The rules carry out deficit-reduction laws enacted in 1989 and 1990. Comments must be received by June 12 (*Federal Register*, May 13, Pages 22,056-61).

Veterans' benefits. The Veterans Affairs Department has issued final rules that make technical changes in the eligibility requirements for the basic entitlement to a program of vocational rehabilitation (*Federal Register*, April 18, Pages 15,835-6).

Washington People

Kay W. Riddle, vice-chairwoman of the Republican National Committee, has been nominated by President Bush to the National Commission on Libraries and Information Science.

Candace Somerville, a consultant in Washington, has been appointed by President Bush to the National Council on Vocational Education.

FACT FILE: Defense Department Contracts to Non-Profit Organizations, Fiscal 1990

Massachusetts Institute of Technology	$455,149,000
Aerospace Corporation	416,217,000
Mitre Corporation	407,283,000
Johns Hopkins University	373,946,000
Rand Corporation	79,348,000
IIT Research Institute	63,424,000
Institute for Defense Analyses	60,081,000
Pennsylvania State University	61,621,000
Charles S. Draper Laboratory	58,489,000
Carnegie Mellon University	57,229,000
University of Texas System	49,047,000
Utah State University	44,562,000
University of California	39,259,000
SRI International	37,067,000
Analytic Services Inc.	34,751,000
University of Southern California	30,953,000
Georgia Tech Research Corporation	27,593,000
Battelle Memorial Institute	26,199,000
University of Washington	26,796,000
Stanford University	23,317,000
University of Dayton	22,216,000
Tridelt Technical College	21,022,000
Logistics Management Institute	20,311,000
Environmental Research Institute of Michigan	13,724,000
New Mexico State University	$13,507,000
University of Illinois	10,908,000
University of Pittsburgh	9,619,000
University of Maryland	9,145,000
Georgia Institute of Technology	9,032,000
Cornell University	8,946,000
Riverside Research Institute	8,559,000
National Academy of Sciences	8,233,000
Woods Hole Oceanographic Institution	8,207,000
University of Alabama	7,830,000
University of Minnesota	7,824,000
University of Pennsylvania	7,422,000
Hudson Institute	7,079,000
Southwest Research Institute	6,862,000
University of Michigan	6,698,000
Salk Institute for Biological Studies	6,627,000
Massachusetts General Hospital Corporation	6,580,000
Research Triangle Institute	6,206,000
Rutgers University	5,721,000
University of Arizona	5,515,000
Southeastern Center for Electrical Engineering Education	5,261,000
Columbia University	5,215,000

Note: The list includes those colleges, universities, and other non-profit organizations that received a total of $5-million or more in contracts from the Department of Defense. The figures cover only contracts of more than $25,000 for research, development, testing, and evaluation for military projects and for civilian water-resource projects. Other types of funding are not included in this table.

SOURCE: U.S. DEPARTMENT OF DEFENSE

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News Summary

Articles on inside pages

A study of patient histories suggests that Freud distorted facts that did not support his theories, a historian of science says: Page A4.

The Hubble Space Telescope continues to provide useful scientific data despite a flawed mirror, according to astronomers: Page A5.

A suit alleging copying of computer software at the U. of Oregon will probably be settled out of court, say spokesmen for both sides: Page A9.

As the debate over "political correctness" polarizes campuses, some professors are staking out a middle ground in their classrooms: Page A9.

The Education Department is reconsidering its position on a 1974 privacy-protection law: Page A15.

A fourth member of the Bass family has given Yale University a gift of $20-million: Page A27.

Panels of the AIDS Memorial Quilt were on display at Dartmouth College for an emotional three-day event: Page A28.

"Mock Students" at the Oberlin Conservatory is an annual student rebellion against rehearsals, recitals, quartets, and auditions: Page A29.

The second woman ever to run a big-time athletics program has been appointed by the U. of Washington: Page A31.

Soviet Communists are struggling to maintain their influence over higher education: Page A33.

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Ivy League Agrees to End Collaboration on Financial Aid

But MIT will fight U.S. antitrust charges; settlement in 2-year-old case seen killing Overlap Group

By SCOTT JASCHIK

WASHINGTON

The eight Ivy League universities agreed last week to stop setting joint financial-aid policies and sharing information about the aid packages for students admitted to more than one institution.

The agreement was announced by Attorney General Dick Thornburgh and came on the same day that the Justice Department formally charged the Ivy League universities and the Massachusetts Institute of Technology with violating federal antitrust laws.

M.I.T., saying that it had violated no laws, refused to go along with the agreement and will now have to answer the charges in federal court. For the Ivy League, the agreement effectively closed the case.

Focus on 23 Private Institutions

The Justice Department has been investigating possible antitrust violations by colleges for nearly two years, with a focus on the Overlap Group. The group consists of 23 prestigious private institutions—including the Ivy League and M.I.T.—that have met each year to compare financial-aid awards being offered to prospective students.

Federal and university officials said that last week's announcement would effectively kill the Overlap Group, which was started in 1956. The Justice Department took no action against the 14 members besides the Ivy League institutions and M.I.T. last week, but the suit filed by the department said: "Various others, not named as defendants, have participated as co-conspirators with defendants in the violations."

Mr. Thornburgh also said that the Justice Department's investigation was continuing.

The Ivy League universities and most of the other Overlap institutions said last week that they would maintain their policies of offering student aid based only on financial need. But student-aid experts

Continued on Page A18

What Ivy League Colleges Have Pledged Not to Do

- Agree with any other college or university on any part of the financial aid awarded to any student.
- Agree with any other college or university on how contributions by families will be calculated.
- Agree with any other college or university to apply a similar or common "needs-analysis formula."
- Exchange with any other college or university information on how a needs-analysis formula has been applied to a specific applicant for financial aid.
- Exchange information with any other college or university on how family or parental contributions will be calculated.
- Agree with any other college or university whether or not to offer merit aid.
- Exchange with any other college or university its plans or projections for summer-savings requirements for students receiving financial aid.
- Exchange information with any other college or university about the financial aid awarded to or proposed to be awarded to any financial-aid applicant, except as required as federal law.
- Exchange with any other college or university any information about plans or projects—including budget projections—regarding future student fees or faculty salaries.
- Enter into any arrangement with any other college or university to "fix, establish, raise, stabilize, or maintain student fees or faculty salaries."

Report Says Uncapping of Mandatory Retirement Won't Harm Colleges

By DEBRA E. BLUM

WASHINGTON

The uncapping of mandatory retirement for professors will not clog the system with unproductive scholars and will probably affect only a few research universities, a long-awaited federal report says.

If Congress, the Internal Revenue Service, private pension companies, and the U.S. Equal Employment Opportunity Commission help colleges to prepare for the expected end of mandatory faculty retirement, Congress should not continue to exempt beyond 1993 tenured professors from the law that abolishes mandatory retirement, the report concludes.

"It's colleges and universities working

Continued on Page A12

In Congress, Skepticism Grows About Big-Science Projects

Proposed cuts in the space station and supercollider suggest that Congress is becoming skeptical about continued support for big-science projects.

STORY ON PAGE A15

Universities Award Record Number of Doctorates; More Than 25% Go to Students From Overseas

By CAROLYN J. MOONEY

American universities awarded a record number of doctorates in 1990, with more than a fourth going to non-U.S. citizens.

The total number of doctorates awarded to Americans actually fell by 4.1 per cent from 1980 to 1990, but the number who earned doctorates in science and engineering rose slightly during the decade.

Those were among the findings of the most recent annual survey conducted by the National Research Council for five federal agencies. The National Science Foundation released an early report of the data that focused on science and engineering trends. A full report will be available later this year from the research council.

Because doctoral-degree recipients have traditionally formed the pool from which future scholars are drawn, the data are followed closely by higher-education officials and policy makers seeking to determine what the professoriate of the future will look like. If the latest data are any indication, it will include more women, slightly more minority-group members, and possibly more non-U.S. citizens in certain fields than was the case a decade ago.

Among the survey's findings:

- Over all, minority-group members made up just over 10 per cent of U.S. doctorate recipients in 1990 whose race was known. Except for Hispanics, U.S. minority-group members earned about the same number of doctorates in 1990 as in 1989. Hispanics earned 698 doctorates, up from 582; blacks earned 828; Asian-Americans 617; and American Indians 93. U.S. whites earned 21,650 doctorates, up from 20,892.
- With the exception of blacks, mem-

Continued on Page A10

Americans Who Received Ph.D.'s Last Year

	1990	10-year change
White	21,650	−1.6%
Black	828	−19.8
Hispanic	698	+69.4
Asian	617	+34.7
American Indian	93	+24.0
Race unknown	304	—
All U.S. citizens	**24,190**	**−4.1**

SOURCE: NATIONAL SCIENCE FOUNDATION

MARGINALIA

Headline in *The Ram Page*, the paper at Angelo State University:

DEATH HAS IMPACT ON LIVES

No arguing with *that*.

■

Memorandum to the liberal-arts faculty at the University of Tennessee in Knoxville:

"In February 1991 the faculty was invited to nominate candidates for election to fill ten Liberal Arts positions in the Faculty Senate. This invitation plus subsequent calls to Departments produced a total of ten nominations. Barring objections from members of the faculty the ten candidates will be understood as elected by accumulation."

That's as good a way as any.

■

From the minutes of a meeting of the Student Media Communications Committee at Hope College:

"It was moved and seconded that Carrie Maples and Steve Kaukonen be appointed co-editors of *anchor*. The motion was passed anonymously.

"It was moved and seconded that Holly Villepique be appointed editor of *Milestone*. The motion was passed anonymously."

Don't be so shy!

■

Memo from the Physical Facilities Department at Miami University:

"Due to the replacement of a defective electrical breaker on Chiller #2, the Chilled Water System will be shut down on Friday, May 24 at 8:00 A.M. and will be returned to normal service at 6:00 P.M. the same day.

". . . This particular time and date have been researched and are believed to be the most beneficial and disruptive."

You equate the two?

■

From an article in *CTA Action*, a newspaper of the California Teachers Association:

"Eighty percent of first graders have high self-esteem, she says. By the time they reach 6th grade, about 20 percent have high self-esteem. By high school, maybe 5 percent still think highly of themselves. By adulthood, a mere one out of three has high self-esteem. . . .

"When it comes to reaching goals, Lopez told teachers, 'What limits us is our thinking. There isn't anything I can't do that I don't want to.' "

If you say so.

■

Memo to faculty members at Wittenberg University:

"The National Security Agency (NSA) has just scheduled to interview at Wittenberg. . . . They are looking for math and computer science majors to work in a number of capacities, including crypt analysis."

Spooks?

—C.G.

In Brief

Georgetown law student disciplined, will graduate

WASHINGTON—A Georgetown University law student who angered some at the institution with an article in the *Georgetown Law Weekly* that criticized affirmative action received a letter of reprimand from the university, but will be allowed to graduate this week.

THE WASHINGTON POST

The letter will not be a part of the student's official grade transcript.

Black students had accused the author of the article, Timothy Maguire (*left*), of being racist, and had called for his expulsion.

Mr. Maguire, a third-year student, worked as a file clerk in the Georgetown Law Center's admissions office. In the April 8 article, he wrote that black students admitted to the Law Center had earned lower undergraduate grades than white students and had typically scored lower on the Law School Admissions Test.

University officials said the admissions office had asked its staff to keep information confidential. In the future, employees will be asked to sign non-disclosure agreements.

Mr. Maguire acknowledged that he had violated his pledge not to disclose information he obtained while working in the admissions office. ■

Aquí me pinté yo, Frida Kahlo, con la imágen del espejo. Tengo 37 años y es el mes de Julio de mil novecientos cuarenta y siete. En Coyoacán, México, lugar donde nací.

U.S. seen near top in college spending

WASHINGTON — The United States spends more money on higher education per student than most other industrialized countries, according to a report by the American Council on Education.

The report, "Higher Education Expenditures and Participation: An International Comparison," shows that the United States spent about $8,000 on each college student in 1985. The report compared education spending among 36 industrialized and less-developed countries. It cautioned that the data—much of it from 1985—did not allow for precise comparisons because countries use different accounting methods.

Only Denmark, which spent just over $8,000 per college student, ranked higher than the United States. Australia and Switzerland ranked about the same as the United States. Spending in other countries ranged from just over $6,000 in Japan and the Netherlands to a low of $2,000 in Italy. ■

Iowa gets $1.5-million from sale of painting

IOWA CITY—A painting that was sold at auction by Christie's this month will bring $1.5-million to the University of Iowa. The painting, "Self-Portrait with Loose Hair" (*above*), was completed in 1947 by the Mexican artist Frida Kahlo. The painting's former owner, Louise R. Noun, is donating the proceeds of the sale to the university to establish the Iowa Women's Archives. ■

Cal. State system's chief is first to get contract

LONG BEACH, CAL.—The new head of the California State University, Barry Munitz, has been given a "rolling" three-year contract, ending the system's policy of having its chancellors serve at the Board of Trustees' pleasure.

The contract calls for annual reviews of Mr. Munitz's performance and one-year extensions if both he and the board agree. If either party gives notice at the time of the review, the pact can be terminated, effective in two years. The board could still buy out his contract before its conclusion at his annual salary of $175,000. But he cannot otherwise be fired unless for cause.

A university official said the offer of a multi-year contract was discussed by the board with all of the finalists for the post and reflected an emerging trend toward written contracts for top executives in higher education. ■

MATT JONES, THE DAILY PROGRESS

Federal marshals close Virginia fraternity houses

CHARLOTTESVILLE, VA.—U. S. marshals last week closed three University of Virginia fraternity houses that were seized in March after a drug raid by federal, state, and local law-enforcement officers.

The 60 students who lived in the houses, including Delta Upsilon's (*above*), will have to find other housing in the fall.

Wayne D. Beaman, U.S. Marshal for the Western District of Virginia, said closing the houses was part of a plan initiated when the property was seized.

Mr. Beaman said it was the first time the federal government had taken over fraternity houses. Marshals will probably sell the houses at an auction if the U.S. District Court issues a forfeiture order, Mr. Beaman said. Alumni groups that own the houses are trying to recover them. ■

U. of Wisconsin to allow gays in family housing

MADISON, WIS.—The University of Wisconsin has adopted a housing policy that allows same-sex couples and unmarried heterosexual couples to live in family housing complexes that previously had been reserved for married couples and single parents. The policy will affect 1,122 university-owned apartments.

To qualify, unmarried couples must register with the City of Madison as domestic partners—defined as two persons occupying the same dwelling "in a committed and exclusive relationship."

University officials said they had received only a few complaints about the new policy. ■

Correction, clarification

■ An article about the sports program at the College of William and Mary (*The Chronicle*, May 8) incorrectly reported that the University of Wyoming does not sponsor a varsity women's basketball team. It does.

■ A spokesman for the Internal Revenue Service said last week that earlier comments from I.R.S. officials about a possible investigation of colleges involved in the scandal over overhead costs were unclear (*The Chronicle*, May 22). The spokesman said that the issues raised in the overhead-cost scandal had prompted I.R.S. interest in investigating whether the accounting systems of colleges were being used in the same way to reduce payments of the unrelated-business income tax. The spokesman said the inquiry would look at colleges generally, not just those that have been involved in the overhead-cost controversy. ■

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U. of Arizona Western-Culture Courses Try to Stake Out the Middle Ground

Continued From Preceding Page
history. Students in the courses, which attract from 60 to 150 students, attend two lectures and one small discussion meeting each week.

In "The Problem of Evil," students explore evil as a concept in the Judeo-Christian tradition; in non-Western cultures such as Buddhism and Kiowan Indian mythology; during the 18th-century Enlightenment movement; and in the human psyche and human institutions. They begin with Greek mythology and the Bible, then move on to readings by Pope, Voltaire, Rousseau, and Nietzsche. Other texts include *Faust, Frankenstein, The Strange Case of Dr. Jekyll and Mr. Hyde, The Plague*, a Russian novel called *The Master and Margarita*, and *Sanctuary*. They also view slides of works by German Expressionist artists and watch the films *Metropolis, Looking for Mr. Goodbar*, and *Do the Right Thing*. (The Beethoven opera and the Pink Floyd film *The Wall* were assigned for the course on war, along with the *Iliad*, Shakespeare's *Henry V*, and other texts.)

Loyalties to Both Sides

Mr. Canfield, who directs the university's interdisciplinary comparative-literature program, feels loyalties both to advocates of Western culture and to those trying to broaden the way it is defined. He is among a group of professors seeking to establish a department of cultural studies—a growing movement in academe that reaches across humanities and social-science disciplines to examine how cultural assumptions are formed.

Mr. Canfield suspects he may even be "politically correct," if the term is defined as describing the attitudes of those who want to make the curriculum and campus climate more open to women and members of minority groups. Lately, it has been defined more often by its critics—traditionalists who argue that only certain kinds of speech, behavior, or ideas are acceptable to politically correct scholars. Like many campuses, Arizona has had its share of tensions between scholars on both sides.

"This is the way curricular reform is playing out in a lot of places, and it's not getting attention because it's peaceful."

Mr. Canfield thinks the national backlash against political correctness is the result of extreme statements made by academics on the left. But in his opinion, rather than junk curricular evolution along with extremist views that portray Western culture as oppressive and racist, "such statements simply need to be exposed as extreme."

He adds: "To understand Western culture you have to critique it. So what we're trying to do is subject canonical texts to scrutiny."

Enrollment in the new courses, the first of which was offered last fall, is voluntary. The university also offers several other Western civilization sequences that specialize in the humanities, the fine arts, history, literature, or philosophy. While those courses are more traditional than the new sequence, many of them examine a broader range of texts than before, says Jerrold E. Hogle, associate dean of the Faculty of Humanities and an English professor who has been a guest lecturer in the new course on evil.

In academic 1990-91, undergraduates in the College of Arts and Sciences could satisfy a Western civilization requirement by taking three courses in any sequence. They also had to take a course in non-Western culture. Those requirements have since been modified, a subtle but certain reflection of changes in the college's view of Western civilization: Starting in the fall, students will be required to satisfy a renamed "cultures and traditions" requirement by taking two courses that focus heavily on traditional Western culture, and one course that examines other cultures.

"What we're trying to show is that the idea of Western as 'us' and non-Western as 'them' is much harder to think of," Mr. Hogle says.

"But on the other hand, we haven't turned the world upside down. We're not saying, Throw all the white men out."

Mr. Hyde's 'Two-Ness'

That is apparent during a lecture for the course on evil, which was offered in the spring semester.

In a large classroom cramped with dozens of chairs bolted to the floor, Mr. Hogle is leading the class through Robert Louis Stevenson's *Dr. Jekyll and Mr. Hyde*. He starts with a discussion of the cultural circumstances reflected in the novel—particularly notions of social class, which, he notes, appear throughout Victorian literature. He ends with a discussion of the concept of the "two-ness" of Stevenson's character.

When *Dr. Jekyll and Mr. Hyde* was published in 1886, British society was changing rapidly as people raised their class status by moving from the country to the city, Mr. Hogle tells the class. He cites as a reflection of the shifting class activity a passage that describes a neighborhood where a prosperous row of shops co-exists with an "out and out Skid Row."

Next comes a discussion of the author and the forces that shaped his life and, presumably, the novel at hand: the Stevenson family's own class transformation in Scotland, the Calvinist influences in the author's life, and the "double nature" of his life as a middle-class man with a dark side.

Stevenson—who was a boy at the time Darwin published his theories on evolution—was also intrigued by the notion of whether de-evolution was possible, an idea perhaps embodied in his evil Mr. Hyde, Mr. Hogle suggests. Finally, the author, who suffered from lung disease, was probably influenced by medical advances that led to inoculations that could make sick people well and thus transform them.

Cultural-Studies Approach

Mr. Hogle explains afterward that he used a cultural-studies approach in the classroom, combining several different literary-theory techniques (including a Marxist reading and a traditional historical reading of the text). Although scholars trained in Marxist theory pay special attention to class relationships, one need not be a Marxist scholar to examine such issues, he says. He hopes that the cultural-studies movement—still considered suspect by some academics—will lead more scholars and students to look through a variety of lenses to examine the way social assumptions are formed.

That, he believes, is how Western culture will be studied in the future. And Yes, he says, it will be studied.

"This is not a course that strives to be politically correct," he adds. "But it is concerned about some of the issues the debate has generated, like cross-cultural understanding.

"This is the way curricular reform is playing out in a lot of places, and it's not getting attention because it's peaceful." ■

A Different Perspective on Western Civilization

Description: "Critical Concepts in Western Culture" is a series of humanities courses at the University of Arizona that have been developed around a single theme, such as war or evil or love. The courses examine Western culture from different cultural perspectives and in juxtaposition to popular and non-Western culture. Students in the College of Arts and Sciences can take the courses to satisfy a humanities requirement.

Format: The courses can be taken as a sequence or alone. Students attend two lectures and one small discussion meeting a week.

Requirements and Grading: During each course students are assigned 12 take-home quizzes, which together count for 60 per cent of their grade. Often the quizzes are extensions of classroom discussion. A final examination counts for 30 per cent of the grade, and the remaining 10 per cent is based on the quality of a student's participation in discussions.

Reading List: Along with assigned readings, students may be asked to watch several films, listen to musical selections, or view slides of works of art.

For example, in the "The Problem of Evil" course, students read selections from Greek mythology, the Bible, Pope, Voltaire, Rousseau, Nietzsche, and Kiowan Indian mythology. Other texts include Goethe's *Faust*, Shelley's *Frankenstein*, Stevenson's *The Strange Case of Dr. Jekyll and Mr. Hyde*, Camus's *The Plague*, Bulgakov's *The Master and Margarita*, and Faulkner's *Sanctuary*.

Students also view slides of works by German Expressionist artists and watch the films *Metropolis, Looking for Mr. Goodbar*, and *Do the Right Thing*. They also watch a film of a Yaqui Indian ceremony.

Record Number of Doctorates Awarded; Over 25% Go to Foreign Students

Continued From Page A1
bers of U.S. minority groups have increased their share of doctorates since 1980. The number of degrees earned by blacks fell by 19.8 per cent over the decade. The number of degrees was up 69.4 per cent for Hispanics, up 34.7 per cent for Asians, and up 24 per cent for American Indians. The number of degrees earned by whites was down 1.6 per cent.

- Women steadily increased their share of doctorates during the decade. They earned 36.3 per cent of all doctorates in 1990, up from 30.3 per cent in 1980. They earned slightly more than half of the doctorates awarded in fields other than science and engineering. And they earned 27.7 per cent of science and engineering doctorates, up from 22.2 per cent in 1980.
- The proportion of doctorates earned by U.S. citizens saw a steady decline during the decade. Of the recipients whose citizenship was known, 72 per cent were Americans in 1990, down from 83.6 per cent in 1980. Temporary residents—particularly those from China and South Korea—accounted for much of the increase in doctorates earned by non-U.S. citizens.
- Of those who earned doctorates in mathematics and engineering, non-U.S. citizens represented more than half of the recipients whose citizenship was known. (The 1990 data also include 2,439 doctorate recipients of unknown citizenship status.)
- The number of U.S. citizens earning science and engineering doctorates rose slightly during the decade, to 13,618 in 1990 from 13,410 in 1980. The number for other fields fell, but no breakdown was available.

Doctorate Recipients by Citizenship and Sex

	1990	1980
U.S. citizens	72.0%	83.6%
Permanent residents	4.9	4.3
Temporary residents	23.1	12.1
Men	63.7%	69.7%
Women	36.3	30.3
Total	**36,027**	**31,020**

Total includes doctorates of unknown citizenship status.

SOURCE: NATIONAL SCIENCE FOUNDATION

Significant Data on Scientists

Alan Fechter, executive director of the research council's Office of Scientific and Engineering Personnel, said he thought the data on Americans with science and engineering doctorates was especially significant.

"To me the interesting thing is not what's happening to foreigners, but what's happening with Americans," he said. "It looks like the downward trend in Americans' getting science and engineering doctorates may be over."

Increase in Engineering

The number fell in the mid-1980's, but rose slightly in each of the last three years, he noted. The increase was especially noticeable in engineering: 1,927 Americans earned doctorates in 1990, compared with 1,255 in 1980. The number of women earning engineering doctorates, while small, also rose—to 242, up from 64.

Robert K. Weatherall, director of the office of career services at the Massachusetts Institute of Technology, suggested that one reason the demand for engineering doctorates had increased was that private companies had become more willing than in the past to pay higher salaries to job candidates with advanced degrees. There was a period when the premium paid to a job candidate with an advanced degree fell, he said.

As in past years, the latest data on minority doctoral-degree recipients are likely to disappoint institutions seeking to hire more minority professors. Although there are indications that the graduate enrollment of minority students has started to rise, the number of doctorates awarded to members of American minority groups has not shown a significant increase in the last few years.

In addition, minority recipients were—as they have been in the past—very rare in certain fields. For example, only one American Indian was known to have received a doctorate in mathematics in 1990, and only one black American was known to have received one in computer science.

Breakdowns by Field and Race

The science foundation's report, "Selected Data on Science and Engineering Doctorate Awards: 1990," includes breakdowns of data by broad field, citizenship status, and race and ethnicity.

It also provides data on the total number of doctorates awarded. Copies are available free from the Division of Science Resources Studies, Room 609-L, National Science Foundation, 1800 G Street, N.W., Washington 20550; (202) 634-4284.

Data for specific fields other than those in engineering and the sciences will be available in the research council's forthcoming report. ■

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News Summary

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Increasing demands on the federal science budget are pushing researchers to begin setting priorities within their fields: Page A5.

A scientist has conceded that an AIDS virus used in a test he developed was identical to one sent him by French researchers: Page A5.

The ex-president of Southwest Texas State U. reached a settlement with the board that dismissed him three years ago: Page A11.

The Supreme Court made it easier for non-union employees to withhold fees from unions that represent them in collective bargaining: Page A11.

The agreement between the Ivy League and the Justice Department may not be the Overlap Group's death knell after all: Page A15.

Opinion is divided on whether the Supreme Court ruling on abortion counseling will bring restrictions on other federal grants: Page A15.

Only half of the nation's top high-school seniors earn a degree within seven years of graduation, a study has found: Page A25.

Gay-rights advocates at Pennsylvania State U. say they may use statements by its women's basketball coach to test the university's non-discrimination policy: Page A27.

As a free-trade agreement approaches, efforts to modernize Mexican higher education have assumed growing importance: Page A29.

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Foundations and Corporations Concentrate Giving at Top Universities, Study Finds

By LIZ McMILLEN

Thirty-seven universities received half of all the money foundations gave to higher education in 1989-90, and 40 institutions received half of all the corporate dollars, a new analysis shows.

The study by the Council for Aid to Education shows that the largesse of organized philanthropy is concentrated at a handful of research universities—institutions that typically have the largest endowments, the largest federal research budgets, and the largest and most sophisticated fund-raising operations.

The figures demonstrate the muscle that research universities exert in attracting increasingly sought-after foundation and corporate dollars. While some officials at the universities say their strength is understandable given the size and mission of the institutions, other observers say it is a case of the rich getting richer.

A Total of $3.4-Billion

The leading universities received $803-million from foundations in 1989-90 and $913-million from corporations, the analysis shows. The other half of foundation and corporate gifts was distributed among a much larger pool of institutions—1,023 and 1,020 colleges and universities, respectively. Foundations and corporations gave a total of $3.4-billion to all institutions.

Other giving was also highly concentrated, the study shows. Fifty universities received half of alumni gifts in 1989-90, while 64 institutions received half of all gifts from other individuals. Over all, 60 universities accounted for half of the contributions to higher education in that year.

The figures were gathered as part of the council's most recent survey, which each year tracks private giving to colleges and universities. The survey's findings reflected responses from 1,060 colleges and uni-

Continued on Page A21

Education Dept. Lists Questions on Minority Scholarships

The Education Department's Office for Civil Rights has asked for public comments on the use and legality of scholarships limited to minority students.

STORY ON PAGE A15

Use of Pell Grants to Educate Inmates Provokes Criticism

By GOLDIE BLUMENSTYK

Several states have found a way to spend less of their own money on vocational and college courses for prisoners: They encourage inmates to use Pell Grants, the chief source of federal aid for needy college students.

Although it is a cost-effective way for states to help prisoners acquire education and job skills, the practice is provoking touchy political dilemmas for prison educators, college presidents, and state policy makers. In some instances, the reliance on Pell Grants may even violate federal regulations.

Some critics flatly object to helping prisoners obtain Pell Grants. They say they do not want to encourage inmates to receive

Continued on Page A20

Freshman Deposits at Many Colleges Down for 2nd Year

Other institutions expect steady or increased enrollment in fall

By ROBIN WILSON

For the second year in a row, freshman deposits are down at many private colleges and universities, and administrators expect to enroll fewer new students again this fall.

Some private institutions have been able to head off the nationwide decline in the number of high-school graduates, however. They expect to increase freshman enrollment this fall or at least maintain the size of their freshman classes.

Several public universities, meanwhile, report a surge in interest by prospective students, and some institutions have already placed caps on their freshman enrollment. But other public institutions, facing new competition from private colleges, are seeing a drop in the number of interested freshmen.

A Buyer's Market

Most private colleges and many public institutions require prospective students to respond to offers of admission by May 1. Even though some students change their minds over the summer, most institutions have a good idea by now what their freshman classes will look like in the fall.

The declining number of high-school graduates has created a buyer's market for students. Because colleges want to at least maintain the size of their freshman classes, many institutions are accepting students whose grades and test scores probably would not have qualified them for admis-

Continued on Page A25

New Approach by Bankers Could Bring Surge of Funds for African Universities

By COLLEEN LOWE MORNA

HARARE, ZIMBABWE

Africa's financially starved universities could receive a surge of new funds as the result of a changing perspective among international banking officials toward higher education on the continent.

The officials' current thinking, focusing on what they call "capacity building," holds that efforts to improve African universities in fields tied to national development are crucial to the region's prospects for a sustained economic recovery.

Accordingly, the World Bank and two other international agencies—the United Nations Development Program and the African Development Bank—have established a $100-million fund to strengthen departments of business, economics, and public administration in African universities over the next four years.

Although the amount of money is relatively small, the agencies hope the fund will spur other sources of aid to make their own contributions to African higher education, which has been seriously damaged by the continent's steep economic decline.

The U.S. Agency for International Development, inspired by the new emphasis on capacity building, has set up its own $140-million fund to support advanced studies in Africa in development-related disciplines. To supplement those efforts, the United Nations Development Program and the U.N. Economic Commission for Africa have created programs to encourage African professionals to remain on the continent or, if they have already gone abroad, to bring them back.

Theme of 10-Nation Group

In addition, the 10-nation Southern African Development Coordination Conference has made capacity building its main theme this year. The organization says its member countries' future development will "require highly trained personnel to render top-quality teaching and research."

The conference was established in 1980

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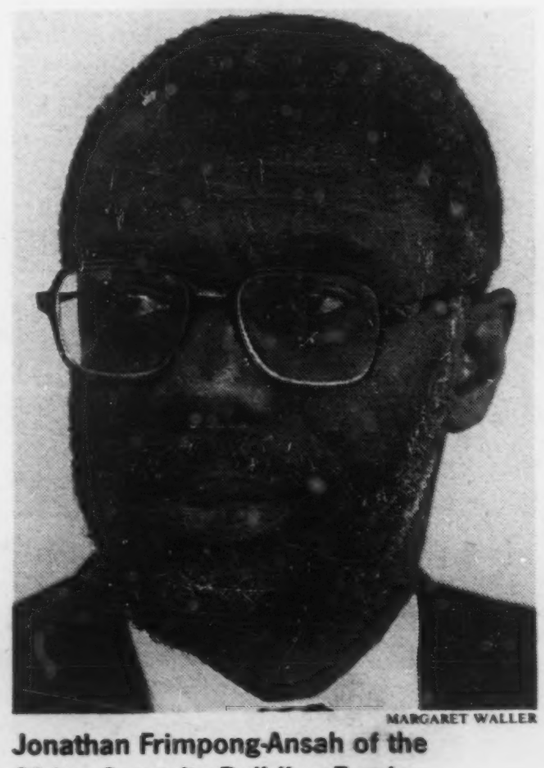


MARGARET WALLER

Jonathan Frimpong-Ansah of the Africa Capacity Building Fund: "There is an urgent need to tackle the human-resource problem."

MARGINALIA

News from St. Olaf College:

"NORTHFIELD, MINN.—A summer seminar about Greek philosopher Cicero will be led by renowned Cicero expert James M. May at St. Olaf College July 8–Aug. 9."

Poetarum licentiae liberiora!

■

From *Facilities Facts*, a newsletter from the Department of Facilities Services at Saint Louis University:

"Biology Laboratory Renovations —This project is 95% complete. All four new fume hoods installed and operational. Vibration and noise problems in Earth Sciences room for seismic equipment calibration is a result of the fume hood exhaust system, which is to be resolved with vibration isolation measures and shaft wall construction around the duct riser."

Uh-huh.

■

News item in the Cumberland, Md., *Times-News:*

"UNIVERSITY PARK, MD. (AP)—Studies have suggested working women, compared with homemakers, have four times the heart disease rate. But evidence came only from studies of clerical workers.

"University of Maryland researcher Judith LaRose interviewed 1,000 women earning an average of $133,000 a year. She compared results with responses from 10,000 other working women of similar age."

It's managing all that money that's so stressful.

■

Notice in *Intercom*, the staff newsletter of the Bismarck (N.D.) Public Schools:

"MISSING: The Library Media Office at Grimsrud is missing one Human Body Torso. If you know where it is, please return it as soon as possible."

Not us!

■

Headline in the Indiana State University *Update:*

DANDO DISCUSSES FAMINE AT UCLA

Too much fast food, probably.

■

Notice on a number of bulletin boards at Boston University:

CAP + GOWN 4 SALE
W/MOTORBOARD
ONLY $20 FOR ALL
CALL GREG - LV MESSAGE

Yo, Greg! How many horses?

■

From *Muhlenberg Weekly*, the paper at Muhlenberg College:

"As the 1991 Mule Baseball campaign draws near its conclusion there have been quite a few ups and downs. . . . After 18 games Coach Sam Beidleman's club has posted a decent 11-9 mark. . . ."

Decent *is* the word for it. —C.G.

In Brief

Holderman pleads guilty in South Carolina

COLUMBIA, S.C. — James B. Holderman, who as president of the University of South Carolina brought prestige but also shame to the institution he headed for 13 years, pleaded guilty last week to using his position to earn $25,000 in illegal compensation.

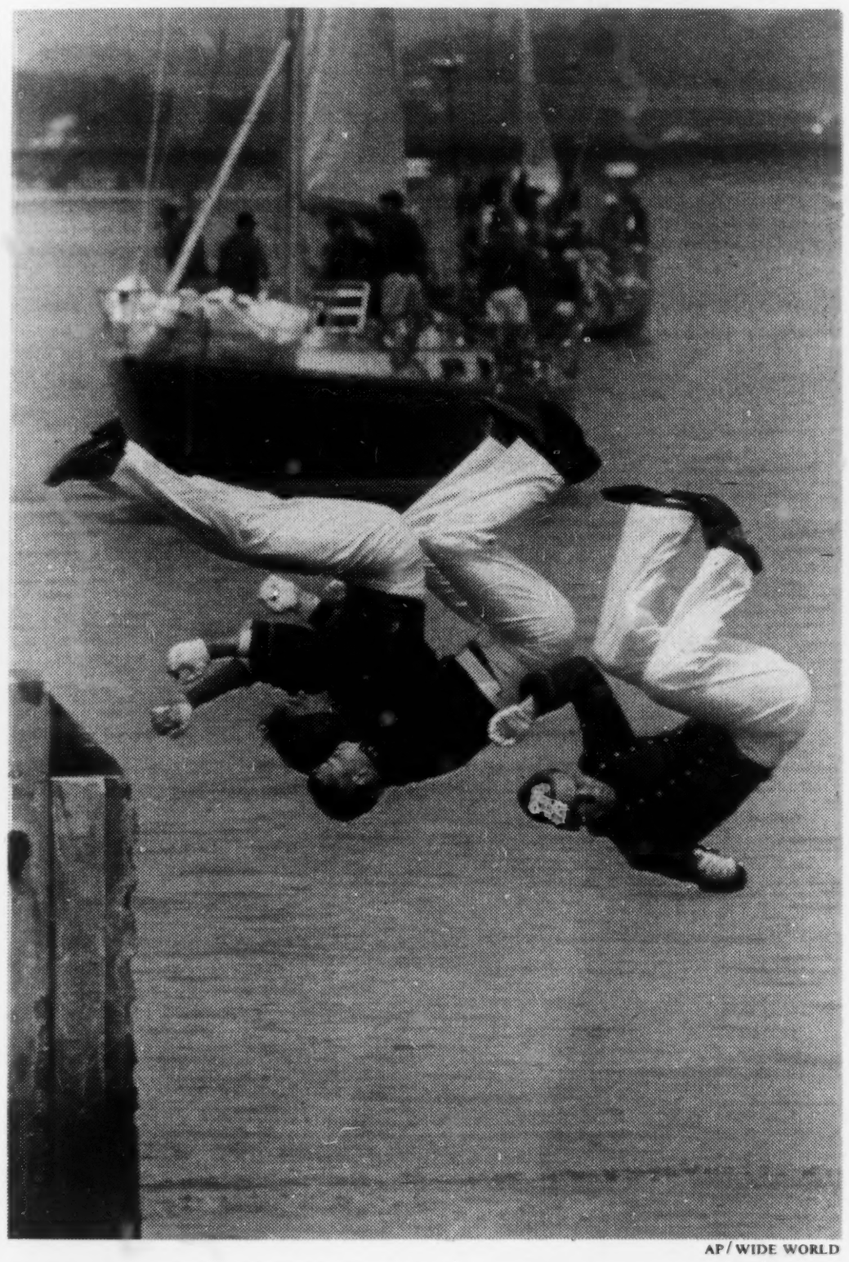
Mr. Holderman (*below*) also pleaded no contest to a second charge that he failed to pay state taxes. He received a suspended sentence and five years probation. He was also ordered to perform 500 hours of community service and pay $4,000 in back taxes and penalties owed on the $25,000—money meant as a gift to the university's research foundation. Mr. Holderman retired a year ago amid a firestorm of criticism over lavish expenditures.

©JEFF AMBERG, FOR THE CHRONICLE

In a statement before the judge, Mr. Holderman alluded to the university's achievements during his tenure, but conceded he had made mistakes. Even the judge praised his legacy before sentencing him.

Neither Mr. Holderman nor his lawyers returned phone calls.

The sentencing ends months of state investigations involving Mr. Holderman. Meanwhile, federal officials are investigating gifts he provided to Sen. Mark O. Hatfield, Republican of Oregon, from 1983 to 1986. During that time, when Mr. Hatfield headed the Senate Appropriations Committee, the University of South Carolina received $16.3-million in federal funds for building projects. ■



AP/WIDE WORLD

Increase reported in takers of GED tests

WASHINGTON—The number of adults who took the General Educational Development diploma tests increased last year, reversing a decade-long decline.

The number taking the tests increased 12 per cent, to 763,618 in 1990 from 682,728 the year before. In addition, 431,225 students earned their G.E.D. diplomas in 1990, an increase of 14 per cent over 1989.

The findings are being released this week by the American Council on Education, which sponsors the G.E.D. Testing Service and administers the exams in conjunction with state and local agencies.

The G.E.D. program offers individuals who do not complete high school a chance to earn diplomas by passing a series of tests.

Educators had been worried about the decline in the numbers of people taking the exams. According to A.C.E. officials, publicity about changes in the tests might have scared off some potential takers. The G.E.D. Testing Service made the test more difficult three years ago by adding an essay section.

Testing-service officials said the recession probably had led more adults in search of better jobs to take the tests. Also, they said, a publicity campaign to increase awareness of the tests probably had contributed to the increase. ■

Midshipmen in midair

ANNAPOLIS, MD.—Midshipmen in the graduating class at the U.S. Naval Academy jumped into the Severn River last week after their final dress parade at Annapolis. A day later, the 936 graduates witnessed history when Army Gen. H. Norman Schwarzkopf, commander in chief of the U.S. Central Command, delivered the commencement address, the first time an active-duty Army officer has been the keynote speaker at the Annapolis exercises. ■

U. of Chicago theologian murdered near his office

CHICAGO — A Romanian-born theologian at the University of Chicago was found shot to death in a men's bathroom near his office on the campus.

Chicago city police and agents of the Federal Bureau of Investigation are investigating the murder of Ioan P. Culianu, a visiting scholar who was to have received a tenured position in the university's divinity school in July.

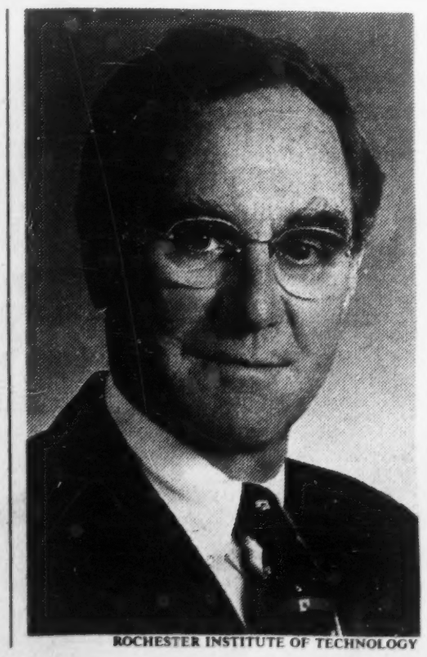
Mr. Culianu was found shot once in the head after a gunshot was heard around 1 p.m. in the campus building where his office was located, university officials said. He was reportedly shot by someone standing on the toilet in the adjacent bathroom stall. Police and the F.B.I. are investigating whether the murder might be related to Mr. Culianu's political writings about Romania. He was a staunch anti-Communist and had been critical of the Romanian government.

Mr. Culianu, a specialist in the history of religions, was also interested in mysticism and the occult and had directed a recent conference on those subjects. ■

Campus chief's links to CIA under review

ROCHESTER, N.Y.—The president of the Rochester Institute of Technology suspended his ties to the Central Intelligence Agency last week amid a continuing controversy on the campus over the institute's links with the agency.

M. Richard Rose (*right*), the institute's president, was to return to the campus this week after a four-month sabbatical at the C.I.A., where he conducted a study of the agency's future training and education needs.



ROCHESTER INSTITUTE OF TECHNOLOGY

The president's work for the C.I.A. has prompted some on the campus here to call for his resignation.

At a press conference last week, Mr. Rose announced he would have no further contact with the agency, pending an investigation by a campus committee into the institute's links with the C.I.A., such as agency-financed research at the institute.

Mr. Rose said the panel, made up of people both inside and outside the institute, would be appointed by the fall and would be given open access to his files. Mr. Rose was slated to hold a meeting this week with members of the campus community to discuss his work for the C.I.A. The meeting is to be closed to the press. ■

Campus halts advertising in 'biased' magazine

LOS ANGELES—The University of California at Los Angeles has canceled some of its advertising in a magazine published by black students as a punishment for the journal's printing what officials called anti-Semitic articles.

Shonda Hornbeck, editor of the magazine, called *Nommo*, denied the charge and criticized the cutoff of advertising as an infringement on free expression.

Winston Doby, vice-chancellor for student affairs, accused the magazine of bias and of "promoting hatred and divisiveness." ■

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BEST AVAILAB

Business & Philanthropy

Give & Take

Checkbooks in hand, donors are taking stands in the debates over free speech and diversity. Wesleyan University received a $100,000 gift last month from an alumnus who opposed Wesleyan's decision to prohibit racially offensive speech among students.

The gift will establish an annual Freedom of Speech Lecture designed to explore "the meaning and importance of the First Amendment," a university spokesman said.

Leonard S. Halpert, a lawyer and long-time member of the American Civil Liberties Union who graduated from the university in 1944, says he made the gift because he finds clauses governing student speech to be "unacceptable."

Meanwhile, an alumna of Pennsylvania State University, alarmed by reports of bigotry on college campuses, bequeathed a quarter of her estate—about $250,000—for programs to encourage "the racial, ethnic, and religious diversity of campus life."

■

Million-dollar gifts from Ryoichi Sasakawa, a controversial Japanese philanthropist, are roiling more campuses. Mr. Sasakawa's ties to Japanese right-wing extremists during World War II and to members of Japan's criminal underworld have sowed discord in the past year on many campuses in the United States and Canada. Some have turned down donations from him and his foundations.

This spring, faculty members and students at Columbia University formed a group called "Sasakawa Watch" to protest a $1-million donation from one of Mr. Sasakawa's foundations to the university's East Asian Institute. The institute is affiliated with Columbia's School of International and Public Affairs.

Dozens of American universities—including Duke, Harvard, and Princeton—have accepted gifts from Mr. Sasakawa or his foundation, while others, like the University of Hawaii and the University of Chicago, have rejected them because of the donor's controversial background.

Most of the gifts come from the Sasakawa Peace Foundation in Tokyo, which plans to make a $1-million gift to each of 50 universities in the world by 1992. The foundation's stated mission is to promote world peace through better international understanding.

■

Stanford University, digging out from the public-relations disaster of its indirect-cost mess, has established an Indirect Costs Speakers Bureau through its Office of Public Affairs.

Interested faculty and staff members can arrange to have speakers address "informal gatherings and regularly scheduled meetings" to "inform the campus community on the indirect-cost issue," a university official said.

Companies, Funds Concentrate Gifts on Top Universities

Continued From Page A1

versities, which the council says account for about 85 per cent of all giving to higher education. Although the council usually ranks top institutions in terms of corporate, foundation, and overall support, this is the first time the council has analyzed the distribution of giving among all institutions in the survey.

The concentration of foundation and corporation giving has remained fairly steady over time, with some slight fluctuations, the analysis shows. The number of universities receiving half of all corporate gifts has dropped from 49 in 1971 to 40 in 1990. For foundation giving, the number of universities accounting for half of the total increased from 31 in 1971 to 37 in 1990.

'I Was Kind of Surprised'

The institutions receiving half of the foundation and corporate dollars are public and private research universities or specialized medical or health-sciences centers. Nearly all are members of the Association of American Universities, which consists of 56 American and two Canadian universities with strong programs of graduate and professional education and research. The top 37 and top 40 institutions in foundation and corporate support represent less than 4 per cent of all survey participants.

"When I first looked at it, I was kind of surprised," said David R. Morgan, director of research at the Council for Aid to Education. "But as I thought about it and talked to people, it seemed less surprising."

Mr. Morgan said it was important to take into account the "special nature" of the top grant-getting institutions, which often have large research operations, medical facilities, and museums.

"They are a different kind of beast than the small private college," he said. "They are the top-tier institutions. All those factors included, there seems to be a rational basis for this."

Seeking Best and Most Capable

Several college fund raisers, corporate officials, and foundation officers echoed Mr. Morgan's views, saying that research universities are considered selective in their admissions, attract highly talented faculty members, and conduct the most advanced research. In addition, they say, it is in the best interests of corporations and foundations to seek the best and most capable institutions to address particular problems—especially when it comes to sophisticated research projects.

"If this group of colleges represents major research universities and institutions with technical programs, it's understandable that they would get the bulk of corporate support," said Anne Alexander, director of the AT&T Foundation, which gave $15-million last year for education at all levels.

Added James W. Osterholt, assistant vice-chancellor for development at the University of California at Los Angeles, an institution that is often among the top in attracting corporate and foundation grants: "Corporations and foundations have very focused priorities. They are trying to accomplish specific things and are going where they think they can accomplish this."

Definition of 'Excellent' Disputed

Some college representatives and other observers, however, are not so sure that the concentration of foundation and corporate giving is rational—or fair.

Officials at some colleges have long complained that they have had a hard time persuading foundations and corporations to support their institutions. They say the large foundations and corporations seem to favor prestigious colleges and universities over less well-known institutions, and research activities over teaching. They question why the definition of "excellent" must mean only research universities.

Such complaints have been heard for many years from public colleges and universities, private liberal-arts institutions, religious colleges, and historically black colleges, although public colleges lately have started to receive a growing share of the corporate dollar, according to some studies.

For some people, the latest figures confirmed their worst suspicions. "The information doesn't surprise me, and it's consistent with what I have felt all along, in the absence of hard data," said Robert L. Albright, president of Johnson C. Smith Uni-

Continued on Page A23

The 37 Institutions That Received 50 Per Cent of Foundation Support in 1989-90

Rank	Institution	Foundation support	Per cent of total	Cumulative per cent
1.	Harvard U.	$54,031,098	3.3%	3.3%
2.	U. of California at Los Angeles	44,761,695	2.8	6.1
3.	New York U.	32,781,875	2.0	8.1
4.	Yale U.	32,200,000	2.0	10.1
5.	U. of Wisconsin at Madison	31,113,094	1.9	12.1
6.	Duke U.	29,469,254	1.8	13.9
7.	Stanford U.	29,135,567	1.8	15.7
8.	Columbia U.	26,716,791	1.6	17.4
9.	U. of California at Berkeley	26,480,805	1.6	19.0
10.	Johns Hopkins U.	26,293,857	1.6	20.6
11.	U. of Texas Medical Branch at Galveston	26,201,591	1.6	22.2
12.	U. of Chicago	24,648,414	1.5	23.8
13.	U. of Pennsylvania	24,416,753	1.5	25.3
14.	U. of Texas at Austin	24,310,208	1.5	26.8
15.	U. of Washington	24,057,349	1.5	28.3
16.	Indiana U.	23,112,650	1.4	29.7
17.	Cornell U.	22,232,409	1.4	31.1
18.	U. of Minnesota	20,776,165	1.3	32.4
19.	Emory U.	18,644,340	1.1	33.5
20.	Massachusetts Inst. of Tech.	18,523,712	1.1	34.7
21.	U. of Southern California	17,968,477	1.1	35.8
22.	Northwestern U.	17,952,543	1.1	36.9
23.	U. of Texas Health Science Center at San Antonio	17,713,012	1.1	38.0
24.	U. of Texas Southwestern Medical Center at Dallas	15,710,675	1.0	39.0
25.	U. of Pittsburgh	15,415,052	0.9	39.9
26.	U. of California at San Francisco	15,376,732	0.9	40.9
27.	Princeton U.	13,901,355	0.9	41.7
28.	U. of California at San Diego	13,729,120	0.8	42.6
29.	U. of Houston	13,656,602	0.8	43.4
30.	U. of Michigan	13,220,623	0.8	44.3
31.	Rockefeller U.	13,120,493	0.8	45.1
32.	Case Western Reserve U.	13,098,428	0.8	45.9
33.	California Inst. of Tech.	12,920,583	0.8	46.7
34.	Washington U.	12,649,226	0.8	47.5
35.	U. of Missouri	12,322,579	0.8	48.2
36.	U. of Miami	12,036,605	0.7	49.0
37.	Brandeis U.	11,938,836	0.7	49.7
Total for 37 Institutions		**$802,638,568**		

SOURCE: COUNCIL FOR AID TO EDUCATION

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News Summary

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Changing cultural conceptions of the human body are getting the attention of humanities and social-science scholars: Page A4.

A new vaccine is showing promise against a wide variety of diseases, including AIDS, medical researchers say: Page A5.

It's possible that no institutions will be recommended for censure at the annual meeting of the A.A.U.P. this year: Page A15.

Congress is hearing a cacophony of advice on revising its three campus-based aid programs: Page A19.

Major Jewish organizations are urging Congress to reinstate a law that required colleges to disclose gifts from foreign sources: Page A19.

Gatorade has earned $17-million for the U. of Florida since 1972, but it has also generated five court actions over royalties: Page A25.

Programs to encourage women to pursue studies and careers in engineering are being developed at some colleges: Page A27.

The College Football Association shunned proposals at its annual meeting to revoke reforms passed by the N.C.A.A. in January: Page A30.

The Soviet Union's republics and its central government are vying for control of a new system of higher-education accreditation: Page A31.

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Dire State Economies Force Tough Choices on Many Universities

Worst conditions in a decade prompt cutbacks, higher tuition

By GOLDIE BLUMENSTYK and MARY CRYSTAL CAGE

Colleges and universities are scrambling to deal with the pinched state budgets that await them in 1991-92.

Although many such budgets are still in flux, the consequences of the recession are already evident: Tuition at many public universities is going up faster than expected, appropriations for public higher education in some states will be less than that awarded for the previous year, some contracted pay raises for faculty members could be forfeited or reduced, and more than a few leaky roofs on campuses will go unattended.

Constraints on state budgets are also prompting university systems in at least four states—Minnesota, Montana, Nevada, and Pennsylvania—to consider limits on enrollment.

Limits Proposed on Student Aid

Enrollments will go up in Florida by the equivalent of nearly 6,000 students, but public universities were given $123-million less in state financing than they received in 1990-91 and will depend on a 15-per-cent tuition increase to help make up the difference. In California, even if lawmakers approve the Governor's $6.7-billion tax package, higher-education officials will be forced to lay off lecturers, drop hundreds of courses, raise tuition by 20 per cent at the community colleges and state universities, and increase tuition by 40 per cent at the University of California.

Meanwhile, financially ailing Northeastern states like New York are limiting state student-aid awards—a step that will have strong repercussions for private colleges.

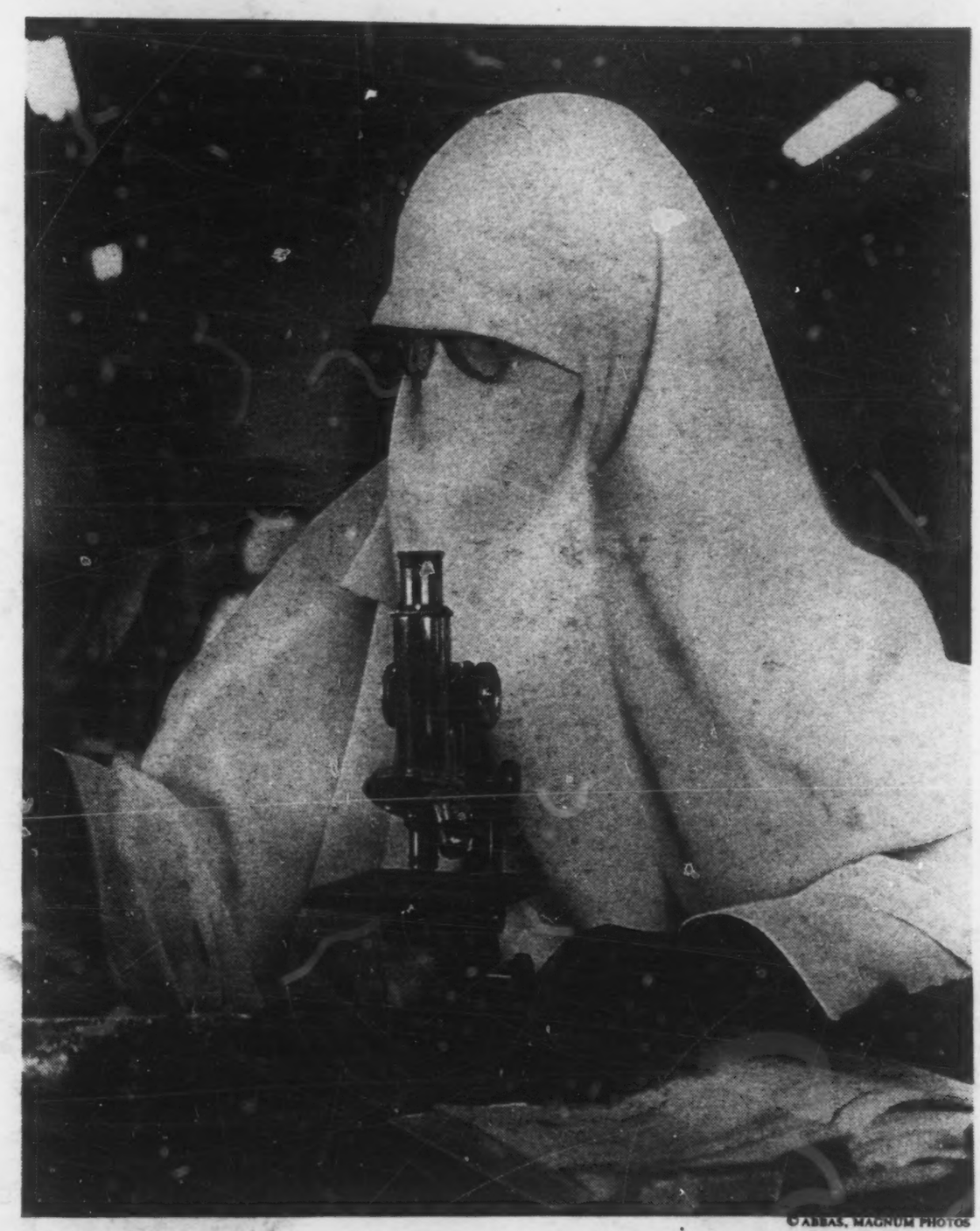
Such actions are hardly unexpected. Fiscal conditions in the states are the worst in a decade, according to the National Governors' Association. And many higher-education officials prepared for the 1991

Continued on Page A20

Charitable Contributions by Source, 1990
(In Billions)

	Amount	1-year growth
Individuals	$101.80	5.19%
Bequests	7.79	11.76
Foundations	7.08	8.09
Corporations	5.90	5.36
Total	**$122.57**	**5.75%**

SOURCE: AMERICAN ASSOCIATION OF FUND-RAISING COUNSEL TRUST FOR PHILANTHROPY



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Challenges Confront Egypt's Universities

A few fundamentalist female students in Egypt, like the one above at the U. of Cairo, veil their faces as a sign of piety. Overcrowding and fundamentalism pose challenges for the country's universities: Page A31.

Reeling From Harsh Attacks, Educators Weigh How to Respond to 'Politically Correct' Label

By SCOTT HELLER

Only a few months ago the expression "politically correct" was an inside joke, a way for student and faculty activists to poke fun at their own progressive beliefs. Today the words blaze from the covers of magazines and newspapers, tarring colleges and universities as left-wing hotbeds where dissenting opinions are squelched.

Even President Bush got in on the act when, in a commencement address last month, he decried "the boring politics of division and derision" that threaten free speech on campuses.

Reeling From Steady Attacks

The steady attacks, also mounted in such recent high-profile books as Dinesh D'Souza's *Illiberal Education* and Roger Kimball's *Tenured Radicals*, have left educators reeling, confounded over whether—and how—to fight back.

Last month the Modern Language Association, whose members have borne the brunt of much of the criticism, issued a statement defending the way literature is taught on the nation's campuses. The statement accused critics of "misrepresentation and false labeling."

Some humanities professors have suggested the formation of an organization to counter what they see as distorted information presented in articles, books, and by the National Association of Scholars, most of whose members are politically and academically conservative.

"The terms of the debate, as framed by the right, have become apocalyptic and hysterical," said Peter Brooks, director of Yale University's Whitney Center for the Humanities. At a national meeting of campus humanities-center directors in April, he proposed forming a group to counter the N.A.S., an idea that so far hasn't got off the ground.

Stephen H. Balch, president of the N.A.S., laughed when told about the idea. "I suppose I should be flattered," he

Continued on Page A16

MARGINALIA

From the newsletter of the Organization of American Historians:

"The Louisiana Historical Association offers the Hugh F. Rankin Award in Louisiana history for the most outstanding essay in Louisiana history or a related field by a graduate student. The award consists of a plague, $250, and publication in *Louisiana History*."

Second prize, suggests a reader, is $125 and a bad cold.

■

Headline in a magazine called *The Southern Purchasor:*

VIRGINIA TECH EXCELLS
IN STUDENT COOPERATIVE PROGRAM

Spelling is another matter.

■

Big-time-sports math (from *The Chronicle*):

"[The controller at the Ohio State University] defended the university's use of advertising revenues as a way to avoid using general-fund money to support the broad-based Buckeye sports program. . . .

" 'If now we're only going to be getting 70 cents on the dollar, it makes sense that we might have to get $1.30 to make up for that.' "

■

From a letter to the editor of *Pioneer*, the student newspaper at California State University, San Marcos:

"The writing requirement has helped me tremendously in improving my writing skills. One instructor I turned a paper into was very hard on it, but this was a learning experience."

And a magical way to solve the faculty shortage.

■

From *The Chronicle:*

"Ms. Palmer encourages women to bring complaints if they are assaulted, instead of writing men's names on bathroom walls. 'A bathroom wall . . . that accomplishes nothing,' Ms. Palmer says. 'It's an imperfect system because only those who look at the wall are privy to the information.' "

"Of course!" a reader marvels.

■

Memorandum to all members of the faculty at Saint Vincent College, from the Academic Dean:

"With thanks and best wishes for the summer:

"– take a well-earned rest;

"– watch the grass grow without mowing it;

"– do something gratuitous;

"– think useless thoughts;

"– enjoy your family and friends;

"– feel at one with yourself and your work;

"– count your blessings and forget your frustrations;

"– come back full of renewed energy.

"*Auf wiedersehen!*" —C.G.

In Brief

AP/WIDE WORLD

Stanford surgeon quits, charges sex harassment

PALO ALTO, CAL.—A professor of neurosurgery at Stanford University has resigned, charging that she and other women in the medical school have been victims of sexual harassment for years.

Frances K. Conley (*left*) said the instances of such harassment included touching and fondling of female students, sexist comments, and pressure on women not to complain. Dr. Conley, who joined the faculty 25 years ago, said she had frequently been subjected to unwanted advances by male colleagues. "I can't tell you how many times I have had some doctor run his hand up my leg," she said in a newspaper interview.

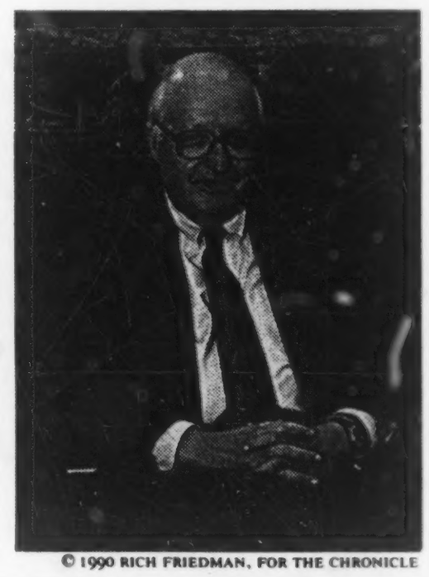
David Korn, dean of the medical school, said he regretted the resignation. He said "male insensitivity" toward women did exist in the school, but only two complaints of sexual harassment had been filed in the past two years. ■

Jewish student center named for Harvard dean

CAMBRIDGE, MASS.—The affection bestowed over the years by Harvard University upon Henry Rosovsky (*below*), a professor of economics, will soon be fixed in stone. The Harvard-Radcliffe Hillel, a Jewish student organization, will name its new center for him.

Mr. Rosovsky has been a longtime member of the Hillel's board of directors. Already $3.6-million has been raised toward Rosovsky Hall's $8-million cost.

Mr. Rosovsky has held several posts since coming to Harvard in 1965, including head of the economics department and, from 1973 to 1984, Dean of the Faculty of Arts and Sciences. He has been acting dean since last summer. ■



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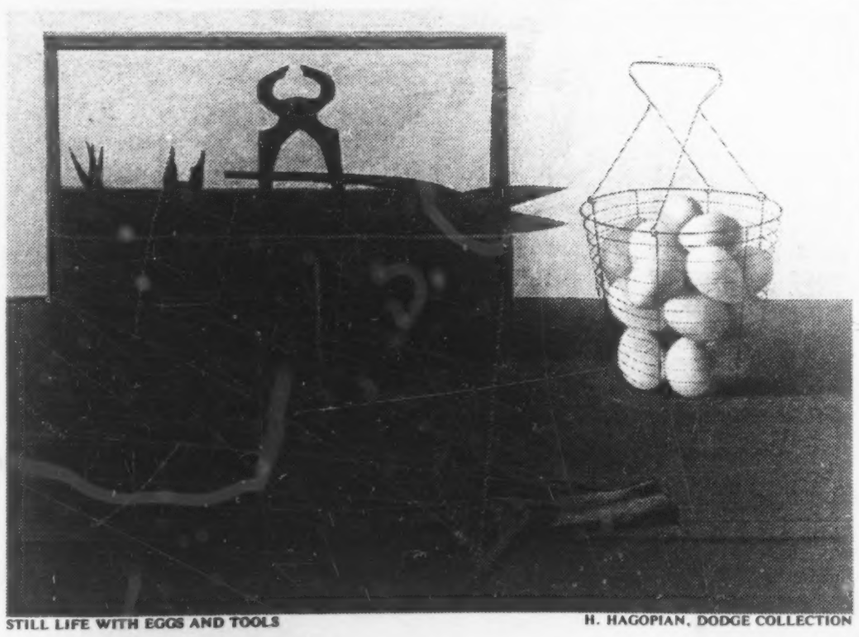
Rutgers U. given art worth $18.5-million

NEW BRUNSWICK, N.J.—Two major collections of Russian and Soviet art worth $18.5-million are being donated to Rutgers University's Jane Voorhees Zimmerli Art Museum. They include the two paintings shown here.

Norton T. and Nancy Dodge have given the museum some 5,000 pieces of Soviet "non-conformist" art from the period 1956 to 1986, a collection considered the largest of its kind in the world. George Riabov is donating 1,500 works that are said to provide an overview of Russian art from the 15th Century to the present. ■

COQ D'OR N. GONCHAROVA, RIABOV COLLECTION



STILL LIFE WITH EGGS AND TOOLS H. HAGOPIAN, DODGE COLLECTION

Yale theater company wins Tony Award

NEW YORK—The Yale Repertory Theatre last week won the 1991 Tony Award as the country's top regional theater.

The award, which includes a $25,000 prize, recognized the company for its history of performing award-winning plays.

In accepting the award at the Tony ceremonies here, Lloyd Richards, the theater's artistic director, hailed the New Haven community for being supportive theater goers. Mr. Richards, who is also dean of the university's School of Drama, retires this month after 12 years at Yale. Many of the 115 plays staged during his tenure went on to Broadway runs, and several won Tony Awards and Pulitzer Prizes. ■

A fraternity fights its punishment

ALEXANDRIA, VA.—George Mason University administrators knew and approved of an "ugly woman" contest sponsored by Sigma Chi fraternity, and therefore should not have punished the fraternity for holding it, according to a lawsuit the fraternity chapter filed last week in U.S. District Court here.

The university placed the fraternity on probation for staging the show, in which men dressed as women paraded across a stage. One of them appeared in blackface (*The Chronicle*, April 24).

The suit charges that the university and Kenneth E. Bumgarner, assistant vice-president for student services, violated the fraternity's First Amendment rights when they placed the group on probation. The suit says that various campus officials approved the event in advance and allowed it to proceed.

A spokesman for George Mason said the university would not comment on the case because it was in litigation. ■

Killer of two students gets 165-year jail term

BOZEMAN, MONT.—A former student at Montana State University who killed two fellow students as they slept in their dormitory room a year ago has been sentenced to 165 years in prison.

Brett Byers was convicted in January of deliberate homicide in the shotgun deaths of two freshmen, Brian Boeder and James Clevenger. According to court testimony, Mr. Byers was enraged over vandalism to his pickup truck and exacted revenge on the two students, even though there was no evidence that they had had any part in damaging the vehicle.

A Dillon District Court Judge, Frank Davis, sentenced Mr. Byers to consecutive terms of 75 years in prison for each murder and 15 years for using a gun. ■

Cal. Supreme Court to review libel verdict

SAN FRANCISCO—The California Supreme Court has agreed to review an unusual appeal in which the University of California and a legal foe are jointly trying to overturn a libel verdict against the institution and three professors.

The case involves a rancher, George Neary, who in 1988 won a $7-million judgment against the university. He claimed he had been libeled in an academic report by three veterinarians from the Davis campus, which blamed the deaths of his cattle on improper care and feeding. A lawyer for the university said the verdict could have a "chilling effect on the research and expert opinion we expect of professors."

Mr. Neary and the university reached a settlement, which included an undisclosed payment to him and agreement that a reversal of the libel verdict would be sought on appeal. A state appellate court rejected that effort. ■

Corrections

■ A story about a survey of faculty salaries by discipline (*The Chronicle*, May 22) should have said the survey was jointly sponsored by the College and University Personnel Association and the American Association of State Colleges and Universities.

■ A story that provided statistics on scholarly research (*The Chronicle*, May 22) incorrectly described the recipient of a letter from the 19th-century American author George Ticknor. Mr. Ticknor's letter, which praised the German university system, was written to Thomas Jefferson.

■ Because of an editing error, an article about graffiti art at the University of Paris VIII (*The Chronicle*, May 29) incorrectly described certain housing projects in France as being populated by black immigrants from Africa. Although some African blacks live in the projects, most of the immigrants referred to in the article are Arabs from countries in northern Africa—mainly Algeria, Morocco, and Tunisia. ■

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Students

Note Book

Molloy College has established a unique program to help Soviet émigrés get their nursing licenses.

The college is working with the Flatbush Council of Jewish Organizations and Interfaith Hospital to help train the nurses.

The students, all of whom were nurses in the Soviet Union, take courses in English as a Second Language and then enter the nursing program. They also work as aides at the hospital, which helps to pay their tuition. Since the program started last fall, 65 students have enrolled.

Sister Patricia A. Morris, vice-president for academic affairs at Molloy, says the program will help alleviate the critical shortage of nurses in New York City's hospitals.

■

A Wellesley College senior has won a volunteerism award established to commemorate First Lady Barbara Bush's visit to the campus last spring.

Last year, 125 Wellesley seniors signed a petition protesting Mrs. Bush's selection as their graduation speaker. They said she was an inappropriate role model for women because she is primarily known for the accomplishments of her husband. In her speech, Mrs. Bush encouraged the graduates "to believe in something larger than yourself, to get involved in the ideas of your time."

The Barbara Bush Award for Volunteerism, which is to be given to one student every year, was financed by Sally Needles Toffey, a 1955 Wellesley graduate. It provides a stipend for an internship with a non-profit program. Mrs. Bush is well known for her interest in volunteerism, including her work in literacy.

Gabriella Pessah, a psychology major, is the first recipient of the award. She will work with the Charles River Association for Retarded Citizens in Needham, Mass.

■

With help from a local video store and a pizza parlor, a fraternity at Ramapo College held a raffle to raise money for tuition.

Members of Alpha Phi Delta, concerned about a $200 tuition increase next semester, sold 600 tickets at $2 each. They awarded $890 of the $1,200 they raised to Sue Aschner, a senior at the college whose boyfriend bought her the winning ticket. The $890 will be added as a credit on Ms. Aschner's fall tuition bill.

The fraternity donated the remaining $310 to a charity.

"People were skeptical at first because they didn't think they were ever going to get free tuition," said Martin Panariello, who is the president of Alpha Phi Delta and will be a senior at Ramapo in the fall. The video store and the pizza parlor helped foot the costs of printing the tickets and publicizing the raffle.

Colleges Start Programs to Encourage Women Who Are Interested in Engineering Careers

By ROBIN WILSON
WASHINGTON

One college administrator told of a young woman whose father refused to pay for her education if she majored in engineering.

Another told of a woman student who felt out of place and confused because her engineering professor, as part of his lectures, kept making analogies to football games and automobiles.

Two hundred women, most of them college administrators or practicing engineers, gathered here to swap stories and share ideas for breaking down barriers to women who are interested in engineering. They agreed their task is formidable.

"There is relative invisibility of contemporary women in science and engineering, and a serious underrepresentation of females moving through the pipeline," said Jewel Plummer Cobb, president emeritus of California State University at Fullerton. Said Paula M. Rayman, associate professor of sociology at Wellesley College and director of the Women and Science Project at the college's Center for Research on Women: "Females find themselves outside the culture for success in math and science."

Proportion Remains Low

The meeting was the second annual gathering sponsored by the Women in Engineering Program Advocates Network, or WEPAN. The group was started in 1989 as a joint project of the Stevens Institute of Technology, Purdue University, and the University of Washington. It aims to increase the number of women who pursue careers in engineering by encouraging colleges to establish special support programs for them.

Despite the efforts of several high schools and colleges to pique the interest of girls and women, the proportion of engineering graduates who are women has remained about the same since the early 1980's. Only 15 per cent of all those who received B.A.'s in engineering last year were women. Of all practicing engineers in the United States, just 6 per cent are women.

Part of the problem, the women here said, is that many girls and young women are interested in science and mathematics

Continued on Page A29

Female Engineering Graduates, 1970-1990

	Bachelor's degrees	
	Number	Per cent of total
1970	358	0.8%
1971	353	0.8
1972	525	1.2
1973	624	1.4
1974	744	1.8
1975	878	2.3
1976	1,376	3.6
1977	1,961	4.9
1978	3,280	7.1
1979	4,716	9.0
1980	5,631	9.7
1981	6,557	10.4
1982	8,140	12.2
1983	9,566	13.2
1984	10,761	14.0
1985	11,516	14.8
1986	11,264	14.4
1987	11,675	15.4
1988	10,920	15.3
1989	10,529	15.3
1990	10,130	15.4

SOURCE: ENGINEERING MANPOWER COMMISSION

College Board Aims to Boost Enrollment of Minority Students

Project with 6 school districts will stress required math courses

By MICHELE N-K COLLISON
WASHINGTON

The College Board unveiled a major plan last week to improve the college-going rate of students in six predominantly minority school districts across the country, by requiring ninth- and tenth-graders in those districts to take algebra and geometry.

Under the $8.5-million project, called Equity 2000, school officials have agreed to begin the project by requiring eighth-graders to take pre-algebra courses next year. In addition, the College Board plan offers a variety of programs to help math teachers and students adjust to the new requirements, and to encourage the students to attend college.

The six school districts are Fort Worth, Tex.; Milwaukee, Wis.; Nashville, Tenn.; Prince George's County, Md.; Providence, R.I.; and San Jose, Cal.

19% Now Take Algebra

Donald M. Stewart, president of the College Board, announced the plan at a press conference on Capitol Hill. He said the participating school districts had large numbers of minority students whose achievements and aspirations were low. Nationally, 40 per cent of white students take algebra and geometry, while only 19 per cent of black and Hispanic students do.

The Equity 2000 program is based on research that suggests that low-income and minority students who master algebra and geometry attend and graduate from college at almost the same rate as higher-income white students. Over all, minority students attend college at much lower rates than do white students.

Only a handful of school districts around the country now require students to take

Continued on Page A29

Use of Beer Kegs Banned by Some Colleges and National Fraternities

By SUSAN DODGE

Spurred by the threat of lawsuits, several national fraternities are banning beer kegs from their chapter houses. At the same time, some colleges and universities are moving to bar kegs from residence halls because of increasing liability and a new federal law that threatens to strip federal funds from campuses that fail to adopt alcohol- and drug-education policies.

Thirty-four of the 62 national fraternities have approved a "risk management" policy that bans beer kegs from chapter houses. In recent years, several fraternity members and other students have been injured or killed in alcohol-related accidents. In an increasing number of cases, parents of students who have been hurt or killed have sued fraternities or sororities and, in some instances, colleges and universities.

Tim Finn, head of the Interfraternity Council at Pennsylvania State U.: "People are lawsuit-happy, and that's what's causing everything to move the way it is."

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Durward W. Owen, president of the Fraternity Insurance Purchasing Group, said the keg ban would lower the risk of alcohol-related accidents and make insurance companies more likely to extend coverage to Greek organizations. The purchasing group helps fraternities take steps to look more attractive to insurance companies.

Fraternities and universities that have banned kegs say they encourage heavy drinking. A half keg, the size most widely ordered by students, contains about 200 12-ounce cups of beer.

"Have you ever heard of students who would let a keg go dead?" asked Mr. Owen. "The excess quantity encourages drinking simply because it's there."

Some national fraternity organizations

Continued on Following Page

A student at the University of Virginia has been sentenced to 13 months in prison for selling illegal drugs: Page A28.

Liability Leads Some Colleges and Fraternities to Ban Beer Kegs

Continued From Preceding Page
now encourage chapters to allow students to bring their own alcohol to parties. That way, the fraternities are less likely to be held responsible if something goes wrong.

"B.Y.O.B. [bring your own bottle] is the way it has to be," said Mr. Owen. Fraternities still run the risk of being sued, however, if a student is hurt in a chapter house.

Strict Enforcement

Fraternity members say national fraternity officials are strictly enforcing the ban on kegs. Tim Finn, president of the Interfraternity Council at Pennsylvania State University, said national fraternities have been sending at least two representatives a week to Penn State to make sure that fraternity houses are not serving beer from kegs.

Mr. Finn said most fraternities on his campus did not order kegs during the past academic year. People brought their own alcohol to parties, and fraternity members were more cautious about serving beer or other alcoholic beverages to people who were under 21 years old, he said.

"There's much more awareness of the liability that's there," said Mr. Finn.

He added: "People are lawsuit happy, and that's what's causing everything to move the way it is."

At Oregon State University, the ban has had two effects on students, said Jason Johnson, president of the institution's Interfraternity Council. "A lot of people here are a lot more aware of alcohol, and you see fewer people getting sloppy drunk," he said. "But it's also causing some people to go out and drink at parties at off-campus houses, and that makes people in the community upset."

Mr. Finn said the crackdown on kegs might help fraternities in the long run. "It could lengthen our existence on college campuses," he said. "It's better than getting sued and kicked off."

Some institutions, meanwhile, are banning kegs campuswide. The new policies have been prompted in part by lawsuits by parents whose children have died in alcohol-related incidents.

Lawsuits at Rensselaer

In March 1989, two students at Rensselaer Polytechnic Institute were killed in a drunk-driving accident after drinking alcohol at an off-campus fraternity house. The families of both students filed lawsuits seeking a total of $3-million from a variety of parties, including the fraternity and the institution. Rensselaer has filed a motion to dismiss the suit, saying the institution is not responsible for what goes on in off-campus fraternity houses.

At the time of the accident, R.P.I. officials were revising the institution's alcohol policy. The new policy bans common containers of alcohol, like kegs, from on-campus residences and requires groups of students who want to have alcohol at on-campus parties to obtain permits from the dean-of-students office.

Following the lawsuits against R.P.I., David H. Porter, the president of Skidmore College, decided to ban kegs from Scribner Village, a student apartment complex on the campus. Kegs already were barred from on-campus residence halls at Skidmore.

Mr. Porter said he was worried that his institution could face similar lawsuits. "We were laying ourselves open in terms of liability," he said. "It loomed large in my mind."

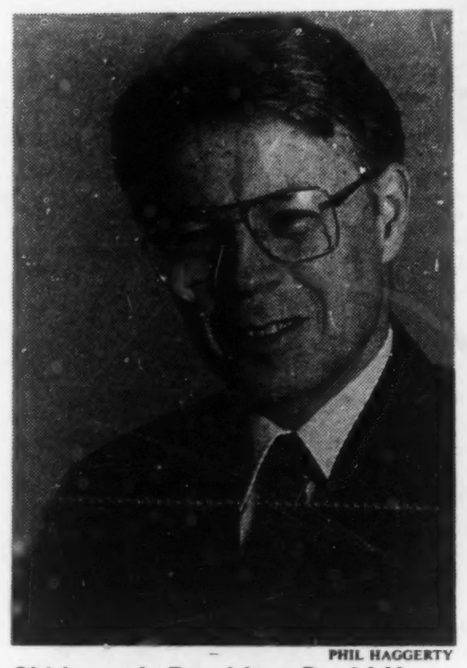
Some Skidmore students were angered by the ban, which took effect in April. Prohibiting kegs, they argued, is not fair to those who are 21, and will lead to more off-campus drinking and driving accidents.

At Dartmouth College, administrators banned kegs from the campus last month. Edward Shanahan, dean of the college, said the institution stood to lose $30-million in federal research grants if it did not enforce state laws, which prohibit drinking by people under 21.

Criticism at Dartmouth

A federal law approved in October requires institutions to state clearly their drug and alcohol policies to students, or risk losing federal funds. The law also requires those policies to comply with local, state, and federal drinking laws.

Dartmouth's new policy bans kegs, alcoholic punches, and beer balls—large plastic balls filled with the beverage—from fraternities and dormitories. Also, students can no longer have alcohol delivered to the campus, even if they are of drinking age.



PHIL HAGGERTY

Skidmore's President David H. Porter: "We were laying ourselves open in terms of liability. It loomed large in my mind."

About 800 students criticized the new policy at a forum held to discuss it. Brian Ellner, a junior who is president of the Student Assembly, said he thought the federal government was intruding in campus affairs.

Incident at Virginia

Mr. Ellner said he had talked to students from several other institutions about the university's policy. He said many believed the institutions were reacting to the recent drug raid on three fraternity houses at the University of Virginia. During the raid, 10 students and two other people were arrested and later indicted on drug charges and the houses were seized by state marshals.

"College campuses are very fearful of this intrusion," Mr. Ellner said. "It's put campuses on the defensive."

At least one institution, the College of William and Mary, is considering banning kegs as a result of the new federal law and the Virginia drug arrests.

"We're taking these things into consideration," said Ken Smith, associate vice-president for student affairs. "Banning kegs would give us better control." ■

FACT FILE: 1990 Freshman Merit Scholars

This table shows the 64 colleges and universities enrolling the largest numbers of freshman Merit Scholars named in 1990.

The table shows the total number of Merit Scholarship winners and the number whose scholarships were paid for by the institution, not by the National Merit Scholarship Corporation or other corporate sponsors.

The rankings were determined by *The Chronicle* from an alphabetical listing appearing in the 1990 annual report of the National Merit Scholarship Corporation.

Over all, 6,542 freshman Merit Scholars were enrolled—3,814 at 247 private institutions and 2,728 at 156 public institutions.

	Number of scholars	Number sponsored by institution
1. Harvard and Radcliffe Colleges	321	0
2. Rice University	225	141
3. University of Texas at Austin	209	160
4. Stanford University	169	0
5. Yale University	167	0
6. Princeton University	152	0
7. Texas A&M University	131	100
8. University of Florida	124	106
9. Massachusetts Institute of Technology	113	0
10. Carleton College	108	83
11. Duke University	95	10
11. University of Chicago	95	74
13. University of Oklahoma	94	77
14. Brigham Young University	84	61
15. Georgia Institute of Technology	83	62
15. University of California at Berkeley	83	4
17. Northwestern University	78	42
18. University of Houston	70	52
19. Cornell University	68	0
20. Brown University	66	0
21. University of Michigan	63	0
22. Michigan State University	61	53
22. Virginia Polytechnic Institute and State University	61	51
24. Harvey Mudd College	60	53
24. University of California at Los Angeles	60	47
26. University of Toledo	59	51
27. Washington University (Mo.)	53	31
28. Bowling Green State University	52	46
29. University of California at San Diego	51	39
29. University of New Orleans	51	45
31. Baylor University	49	36
31. University of Kansas	49	35
31. Trinity University	49	39
34. Vanderbilt University	47	23
35. University of Arizona	45	35
35. University of Iowa	45	31
35. University of Southern California	45	31
38. Florida State University	43	34
38. Miami University	43	32
40. Dartmouth College	41	0
41. Johns Hopkins University	40	21
42. Grinnell College	38	30
42. Iowa State University	38	33
42. Macalester College	38	30
42. Oberlin College	38	27
42. University of Maryland at College Park	38	29
42. University of Pennsylvania	38	0
48. Bradley University	37	31
48. California Institute of Technology	37	0
50. Emory University	36	19
50. University of Notre Dame	36	0
50. University of Virginia	36	0
53. University of Missouri at Columbia	35	31
54. University of Minnesota--Twin Cities	34	27
55. Tulane University	33	17
55. University of Tennessee at Knoxville	33	25
55. Williams College	33	0
58. Auburn University	32	26
59. University of Delaware	31	20
59. University of Illinois at Urbana-Champaign	31	0
61. Amherst College	30	0
61. Case Western Reserve University	30	17
61. University of Miami	30	21
61. University of North Carolina at Chapel Hill	30	0

SOURCE: NATIONAL MERIT SCHOLARSHIP CORPORATION

Student Arrested in Raid at U. of Virginia Gets Prison Sentence for Selling Drugs

CHARLOTTESVILLE, VA.

A student at the University of Virginia has been sentenced to 13 months in prison for selling illegal drugs at one of three fraternity houses seized by federal authorities in drug raids last March.

Ernest Brown Pryor, a sophomore and a member of Phi Epsilon, pleaded guilty to two counts of drug distribution near an educational institution.

First Case to be Heard

His was the first case to come before the federal district court as part of a widely publicized investigation. Police arrested 10 students and two other people on drug-distribution charges in connection with the raids on the Delta Upsilon, Phi Epsilon, and Tau Kappa Epsilon fraternity houses.

Mr. Pryor's sentence was more severe than it might otherwise have been for a first-time offender, because the drug sales took place near the university. Federal sentencing guidelines require stiff penalties for drug sales within 1,000 feet of educational institutions.

In the raids last March, police seized 12 sandwich bags of marijuana, three bags of hallucinogenic mushrooms, one bag of L.S.D., and paraphernalia that included 43 pipes.

Mr. Pryor is said to have sold more than half an ounce of marijuana and a third of an ounce of hallucinogenic mushrooms to an undercover agent at the Phi Epsilon house on two occasions, according to Lewis E. Harmon, a detective with the federal Drug Enforcement Agency.

Mr. Pryor was permitted to remain free on personal recognizance until officials determine which prison he will enter to serve his sentence.

—DENISE K. MAGNER

Colleges Start Programs to Encourage Women Interested in Engineering

Continued From Page A27

but become discouraged as they pursue their studies.

A study of 150 men and 150 women who graduated from Harvard and Radcliffe Colleges in 1983 showed that 83 per cent of the women and 78 per cent of the men said they were very interested in science during orientation their freshman year. But by their junior year, only 44 per cent of the women were still pursuing science majors, compared with 62 per cent of the men.

Ms. Rayman, the Wellesley professor who conducted the study, told those at the meeting that the biggest drop-off in women's interest in science came after their first introductory-science course. She said women were turned off by courses that try to weed out students by using a strict grade curve and encouraging cut-throat competition. Because of the grade curve, many students receive poor marks in introductory science courses. And women are much more likely than men to abandon their interest in engineering if they receive poor grades, the women at the meeting said.

31 Special Programs

Colleges are just starting to address some of the problems facing women in science and engineering. According to a recent study by WEPAN, only 31 of the 145 engineering colleges surveyed this year said they had special programs to support and encourage female students.

Some institutions have established plans to interest young girls in science and mathematics, while others are focusing their efforts on their graduate schools.

Following are some of the programs that institutions have developed:

■ The University of Dayton established one of the earliest programs designed to interest high-school girls in engineering. Since 1974 the university has been bringing about 100 of them to its campus for one week each summer. The girls get hands-on experience with science experiments and visit engineers working in the field. Dayton also has established a network for women in graduate engineering programs. The program, known as Women in Graduate Engineering Programs, or WINGES, publishes a newsletter and offers fellowships, as well as workshops on careers and stress management.

■ Dartmouth College developed a Women in Science Project last fall to encourage undergraduate women to continue their interest in science, including mathematics and engineering. About 120 of last fall's 475 female freshmen signed up to participate. They took part in paid research internships, working one on one with science professors. The program also offers students career workshops, and allows them to work closely with upperclasswomen and visit nearby industries.

■ Arizona State University started a program in 1982 for women who didn't have undergraduate majors in engineering but were interested in doing graduate work in the field. The program helps the students get up to speed in science and mathematics and works to make them feel comfortable in their engineering courses. About 10 to 15 students each year go through the program. Their average age is 33.

Figures from the Engineering Manpower Commission show some of the college programs may be having an effect. According to the commission, 17.7 per cent of the freshmen enrolled full time in engineering programs in 1990 were women. That's up from 16.3 per cent in 1989.

The commission, which performs annual studies of engineering enrollment and of compensation levels for practicing engineers, is a division of the American Association of Engineering Societies.

"I think there is cause for some optimism," said Susan Metz, director of the Office of Women's Programs at Stevens Institute of Technology. "At our individual universities, women are experiencing more positive attitudes and being more accepted." ■

College Board Project With School Districts Aims to Boost Enrollment of Minorities

Continued From Page A27

algebra and geometry. Louisiana is the only state in which all school districts require students to take the two subjects.

"This is unheard-of in this country," Mr. Stewart said of the new math requirements proposed under Equity 2000. "Frankly, the hidden agenda of this board is to try to get rid of the tracking that is going on in schools. We want to eliminate the general-education track so that more of those kids who are on the road to college or the world of work are taking rigorous, academic college-preparatory courses."

The DeWitt Wallace–Reader's Digest Fund contributed $5.9-million to the project, and the Ford Foundation gave $2-million. The Amon G. Carter, General Electric, Meadows, and Sid W. Richardson Foundations also made grants.

The participating school districts will sponsor training programs for middle- and high-school math teachers and tutoring for students who need extra help in math.

In addition, the College Board hopes to improve the quality of guidance and counseling services that minority and low-income students receive. Counselors in the six communities will receive training and programs will be created to promote an awareness of college among middle-school students and their parents.

Growth in Math-Based Fields

Equity 2000 comes at a time when a number of commissions have issued reports saying the United States is facing a critical shortage of students majoring in scientific and technical subjects. The reports also have criticized high schools for allowing students to graduate without taking rigorous science and mathematics courses.

Many educators at the press conference said minority students were frequently locked out of careers because they did not take math courses. "The growth in jobs is occurring in math-based fields," said Anne Cox, chairwoman of the Board of Trustees of the College Board. "Absent a background in basic math, students will be diverted into service fields. Opportunities will be closed off to them."

'Gatekeeper Courses'

In the report, *Changing the Odds: Factors Increasing Access to College*, Pelavin Associates Inc., a research firm in Washington, suggested that algebra and geometry acted as potential "gatekeeper courses." Students who take those courses generally are more likely to go to college. The researchers found that 58 per cent of white students attended college within four years of high-school graduation, compared to only 47 per cent of black students and 45 per cent of Hispanics. However, the gap between racial groups virtually disappears among students who take algebra and geometry.

According to the reports researchers, 80 per cent of black high-school students who take algebra and geometry courses, 82 per cent of Hispanic students who do so, and 83 per cent of white students go on to college. The study analyzed the educational experiences of 15,941 students studied in 1982 as part of the U.S. Education Department's study, "High School and Beyond."

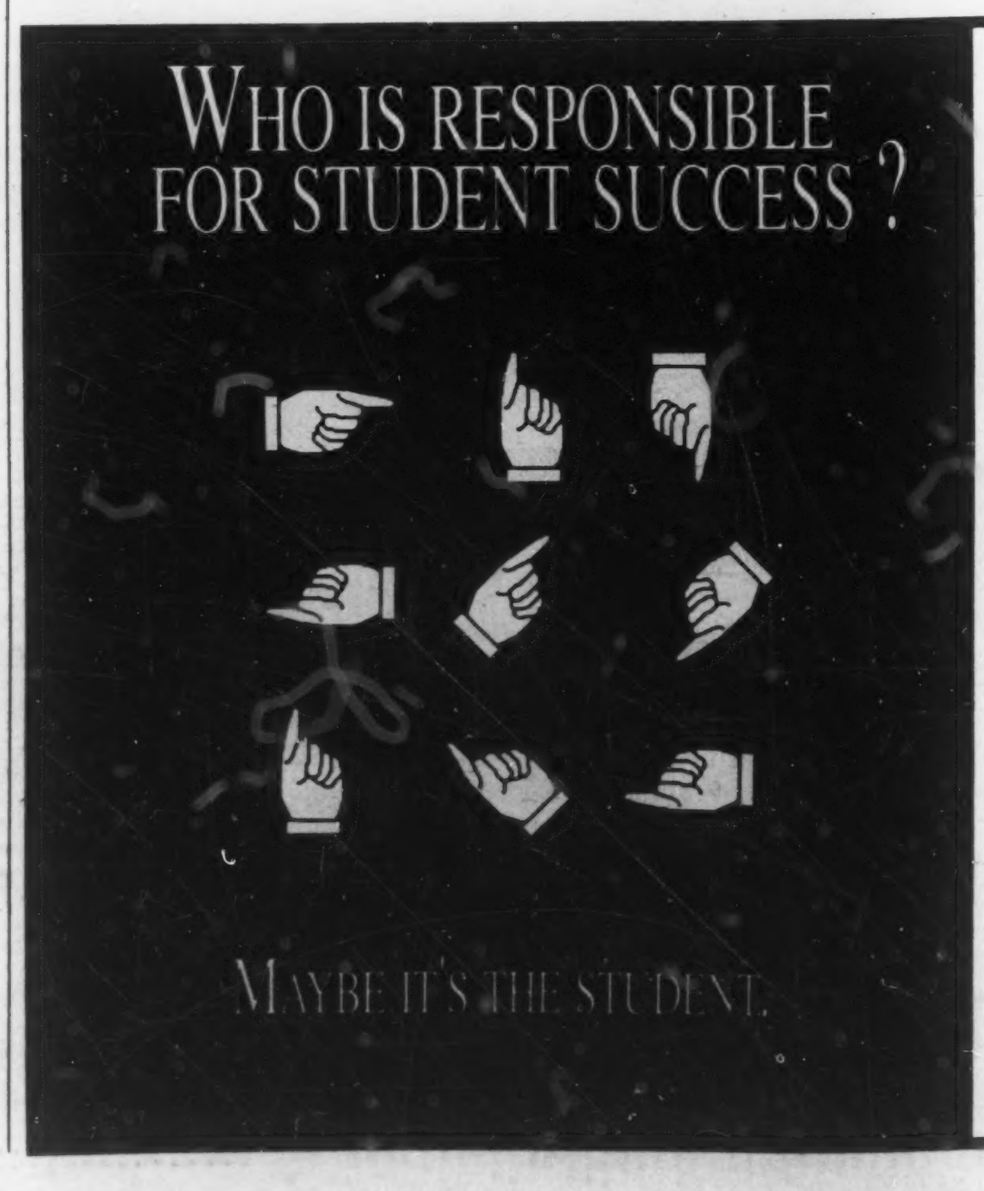
"There's been a reluctance for people to stand up and say minority students can learn," said Jeannette Mitchell, president of the Board of School Directors of the Milwaukee Public Schools. "This program talks about success for all students. If we put children in algebra, it will guarantee their success." ■

What They're Reading on College Campuses

		Previous Survey
1.	**The Revenge of the Baby-Sat,** by Bill Watterson	2
2.	**The Silence of the Lambs,** by Thomas Harris	1
3.	**Dances With Wolves,** by Michael Blake	3
4.	**Iron John,** by Robert Bly	5
5.	**The Seven Habits of Highly Effective People,** by Stephen R. Covey	10
6.	**Red Dragon,** by Thomas Harris	—
7.	**It Was on Fire When I Lay Down on It,** by Robert Fulghum	9
8.	**Message From Nam,** by Danielle Steel	—
9.	**Skinny Legs and All,** by Tom Robbins	—
10.	**All I Really Need to Know I Learned in Kindergarten,** by Robert Fulghum	—

The Chronicle's list of best-selling books was compiled from information supplied by stores serving the following campuses: American U., Baylor U., Bucknell U., Carleton College, Carnegie Mellon U., Case Western Reserve U., Central Michigan U., Dartmouth College, Denison U., Idaho State U., Iowa State U., Kent State U., Lawrence U., Lehigh U., Mankato State U., Montana State U., New York U., North Dakota State U., Pennsylvania State U., Portland State U., San Francisco State U., Southern Methodist U., Stanford U., Tulane U., U. of California at San Diego, U. of Hawaii, U. of Illinois at Urbana-Champaign, U. of Iowa, U. of Maine, U. of Missouri at Columbia, U. of Nebraska at Lincoln, U. of New Orleans, U. of Notre Dame, U. of Pittsburgh, U. of Puget Sound, U. of Southern California, U. of Texas at Austin, U. of Wisconsin at Madison, U. of Wisconsin at Milwaukee, Washington U. (Mo.), and Wichita State U.

Reports covered sales of hardcover and paperback trade books in April.



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News Summary

Articles on inside pages

An Institute of Medicine panel has called for a federal effort to create a "computer atlas" of the human brain: Page A5.

A team of scientists says the smoke plumes from burning Kuwaiti oil wells are unlikely to affect the global climate: Page A5.

Support for "early intervention" efforts to prepare children for college is growing in Congress: Page A15.

Education Secretary Alexander told a House panel that accrediting agencies should stay out of the debate over diversity: Page A15.

The House approved an education budget for fiscal 1992 that would cause spending on student aid to lag behind inflation: Page A15.

A foundation at the University of South Carolina has been ordered to pay two news organizations $227,000 for destroying documents: Page A21.

The Kellogg fund has awarded $47.5-million to develop community-based health care in underserved regions: Page A21.

The presidents' commission of the N.C.A.A. has re ommended that academic standards for athletes be toughened significantly: Page A25.

The Ivy League plans to reduce the number of admission slots held for football players each year: Page A25.

Berlin's parliament will dismiss hundreds of faculty members at seven universities in the eastern part of the city: Page A27.

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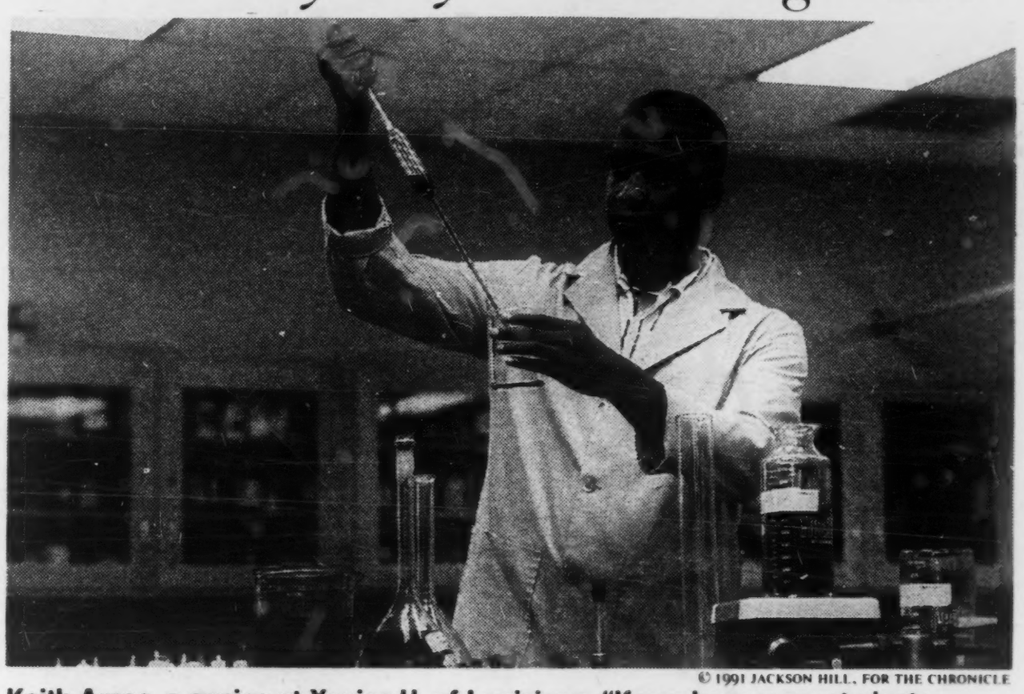
RIDING A WAVE OF POPULARITY

As Black Colleges Grow More Selective, Some Worry They Are Becoming Elitist



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Keith Amos, a senior at Xavier U. of Louisiana: "If you have more students with higher scores, you have to give them incentives to come."

By MICHELE N-K COLLISON

NEW ORLEANS

Keith Amos was a man in demand: He is black, he was the valedictorian of his high-school class, and he scored 28 out of a possible 36 on the American College Testing Program's A.C.T. assessment. Universities such as Brown and Stanford sought him out.

But Mr. Amos decided to attend Xavier University of Louisiana, a historically black institution here.

"It's flattering to know that the top colleges in the country want you," says Mr. Amos, who will be a senior this fall. "But you know here that people care about you. They want you to be your best and succeed."

When black high-school graduates headed to predominantly white institutions in the 1970's and early 1980's, many black institutions went begging for students. But for the past six years, black colleges have been riding a wave of popularity. In greater and greater numbers, high-achieving students such as Mr. Amos are forsaking Ivy League institutions and other selective universities for black colleges.

No Longer Colleges of Last Resort

As a result, many black institutions have become more selective and are turning down students whose test scores and grades would have gained them admission just five years ago. No longer seen as colleges of last resort, institutions such as Clark Atlanta, Johnson C. Smith, and Dillard Universities are becoming more selective. And institutions that already were selec-

Continued on Page A23

3 Education Researchers Played Key Role in Decision to Uphold All-Male Policy at Va. Military Institute

By SCOTT JASCHIK

Three of the nation's most prominent education researchers played an unusual role in last month's federal court decision upholding the right of the Virginia Military Institute to admit only men.

Federal Judge Jackson L. Kiser cited the work of the three scholars throughout his opinion, and lawyers for the military institute say the research was crucial to building the case. But the three scholars differ on whether their research was used appropriately, and whether Judge Kiser made the correct call on V.M.I.

The three researchers are Alexander W. Astin, director of the Higher Education Research Institute at the University of California at Los Angeles; Richard C. Richardson, Jr., a professor of educational leadership and policy studies at Arizona State University; and David Riesman, an emeritus professor of sociology at Harvard University and the author of numerous studies on higher education.

An 'Anachronistic Institution'

Mr. Astin, who declined repeated requests from V.M.I. lawyers that he testify on the institute's behalf, says the research that Judge Kiser cited was completely out of date. He says V.M.I. is an "anachronistic institution."

The other two researchers did testify as paid expert witnesses for V.M.I. Mr. Richardson is well known in academe for urging colleges to change themselves to become more welcoming to minority stu-

Continued on Page A11

U.S. Has Barred Grants to 6 Scientists in Past 2 Years

174 allegations of misconduct examined in new 'integrity' effort

By DAVID L. WHEELER

The Department of Health and Human Services has barred six scientists from receiving federal grants or contracts and levied lesser penalties against eight others since it established new "scientific integrity" offices two years ago.

The names of those found guilty of scientific misconduct, their offenses, and the sanctions imposed by their employers and the federal government were obtained by *The Chronicle* under the Freedom of Information Act.

The department's Office of Scientific Integrity, located at the National Institutes of Health in Bethesda, Md., was created in March 1989 to calm rising Congressional and public concern over fraud in biomedical research.

The office, which investigates scientific misconduct in research financed by the N.I.H. and other research institutes in the department's Public Health Service, has itself become the subject of increasing scrutiny and debate in recent months. Ac-

Summaries of the scientific-misconduct cases resolved by the Public Health Service in the last two years appear on Page A7.

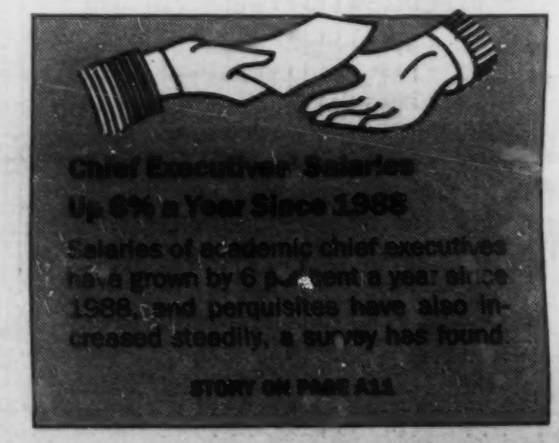
cused scientists have complained that they were not treated fairly in the office's investigations, and whistle blowers have accused the office of not taking their allegations seriously (*The Chronicle*, May 15).

From Plagiarism to Fabricated Data

As of last week, the office had examined 174 allegations of scientific misconduct, according to Lyle W. Bivens, the director of the Office of Scientific Integrity Review. The review office double-checks the investigations of the scientific-integrity office, sets Public Health Service policies on scientific misconduct, and makes final recommendations on penalties for researchers found to have engaged in scientific misconduct, which ranges from plagiarism to outright fabrication of data.

In 86 cases, Mr. Bivens says, preliminary inquiries conducted either by the in-

Continued on Page A6


Chief Executives' Salaries
Up 6% a Year Since 1988
Salaries of academic chief executives have grown by 6 percent a year since 1988, and perquisites have also increased steadily, a survey has found.
STORY ON PAGE A11

MARGINALIA

"There are no days more full in childhood than those that are not lived at all, the days lost in a favorite book." —*John McGahern, novelist, in the April 28 issue* of The New York Times Book Review, *and quoted in the June 5 issue of* The Chronicle

"Il n'y a peut-être pas de jours de notre enfance que nous ayons si pleinement vécus que ceux que nous avons cru laisser sans les vivre, ceux que nous avons passés avec un livre préféré. —*Marcel Proust,* On Reading, *Souvenir Press, 1972 (our thanks to a* Chronicle *reader)*

■

Memorandum at California State University, Long Beach:

"Effective with the June payroll (which is scheduled to be distributed on Monday, July 1st), it will be the responsibility of the Main Warrant clerk to go to the Cashier's Office to pick up the payroll checks for their area.

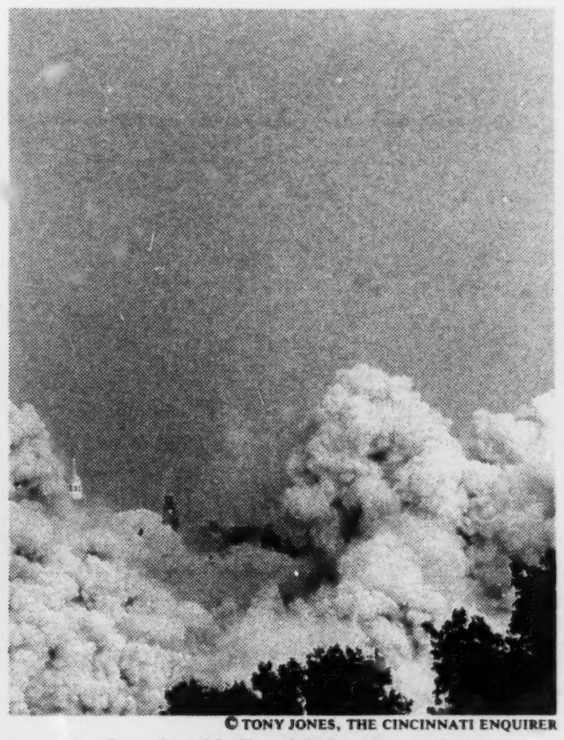
"Each Main Warrant area will be assigned two (2) locked red bags by Payroll & Benefit Services. At all times and for each department, the Cashier's Office will have one (1) of the red bags and the Main Warrant Clerk will have the other red bag. This will allow the Cashier's Office to put all payroll checks for each pick-up area into a red bag and lock it. The Main Warrant Clerk will carry his/her empty red bag (at an assigned time) to the Cashier's Office and exchange it for the one that has the payroll checks in it. This bag must remain locked until the Main Warrant Clerk gets back to his/her office/department. After unlocking the bag, the Warrant Clerk should perform the same sorting process that they use presently. When the payroll checks have been taken out of the bag and distributed, the bag must be used to return all unclaimed checks to the Cashier's Office within five (5) days. The red bag must always be used to pick up and return payroll checks. The locked bag is meant to provide an extra measure of security and should be used as instructed. It is also suggested that two (2) employees are authorized to pick up the payroll checks as this will add another measure of safety.

"After plans have been finalized with the Business Office, we will let you know your assigned time to arrive at the Cashier's Office to pick up payroll checks for your area. At that time, we will also give the red locked bag for your area to you. A new signature authorization card is in the printing process and will be mailed out shortly. Any changes to authorized Warrant Clerks must be noted on this new authorization form. If you have any questions, please call me at extension 4164."

After we return those unclaimed checks, don't you have both bags?

—C.G.

In Brief



© TONY JONES, THE CINCINNATI ENQUIRER

The University of Cincinnati demolished a 26-story dormitory last week to clear room for a park. Sander Hall, which opened in 1971 as the university's first co-educational dormitory, had stood empty since 1982, when it was closed for renovation.

Reunion brings patron and students together

NEW YORK—Ten years ago, Eugene Lang made an offer to sixth graders in a graduation speech at a public school here: If they stayed in school, he would pay their college tuition.

At a reunion at the school last week, Mr. Lang saw the fruits of his labor. Of the 61 students who had received his offer, 45 had obtained a high-school diploma or its equivalent. Of those, 32 had gone on to college.

Mr. Lang (*below*), who heads an international licensing and technology-transfer company, provided tutoring and counseling for the students. After making his offer to the 61, Mr. Lang established the I Have a Dream Foundation, which supports 10,000 low-income students in similar programs in 41 cities. ■

AP

U. of Miami official says he falsified aid data

CORAL GABLES, FLA.—Federal officials are investigating a former employee of the University of Miami who has admitted to falsifying financial-aid applications for students, mostly athletes, at the university.

Tony Russell (*right*), the former assistant academic coordinator for the athletic department, told local newspapers that in his two years at the university, he had altered Pell Grant applications for about 40 students by reporting lower family incomes. The changes helped students qualify for more aid than they otherwise would have received. Mr. Russell said he then had told students they owed an additional $85 to $100 for a government-processing fee and pocketed the money to support a cocaine habit.

Mr. Russell, who was fired about four weeks ago by the university after another employee discovered the discrepancies, would comment only through his lawyer, Roy J. Kahn, who said

MIAMI HERALD

Mr. Russell felt he was helping the students get money for college.

After conducting its own preliminary investigation, the University of Miami notified the U.S. Education Department and the U.S. Attorney's office, which are now investigating the case. It is unclear whether students were aware of the scam or if other employees were involved, a university official said. The National Collegiate Athletic Association will decide what action it might take after the federal investigation is complete. ■

Poster at Penn State Ignites controversy

STATE COLLEGE, PA.—A poster designed to draw attention to racism and other forms of discrimination has stirred a controversy at Pennsylvania State University.

The poster, which was developed by a team of administrators here, contains slurs that have been used to describe whites, blacks, women, homosexuals, the elderly, religious people, and the handicapped. The poster also includes epithets against American Indians and people of European and Russian ancestry.

The poster says: "There's a nasty name for everyone. Including you. Think about it." University officials said they wanted to draw students' attention to the pain associated with slurs.

About 5,000 copies of the poster are being distributed to Penn State's 22 campuses and will be posted in residence halls, classroom buildings, and libraries.

Some students have criticized the poster. They say that in trying to draw attention to discrimination, the university has simply offended some people. But Bill Mahon, director of public information, says: "Although this poster obviously isn't going to change a hard-core bigot, other people are very ripe to learn more about diversity, and we're hoping the poster gets them talking about it." ■

University seal stolen from office at Princeton

PRINCETON, N.J. — Princeton University officials last week warned universities and employers to be on the alert for falsified transcripts that could be created with materials that were stolen from the registrar's office.

The university's seal, blank transcript paper, and the rubber stamp bearing the name of the registrar were taken. C. Anthony Broh, the registrar, said he suspected the documents that could be created with the materials would most likely be used to fool employers.

Princeton has begun changing the format of its transcripts for future graduates. Currently, legitimate transcripts can be identified only by the mark of the registrar's postage meter. Officials have warned recent graduates that they may be questioned about their transcripts. ■

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'In' Box

Hofstra University enjoyed a happy ending to normally bitter faculty-contract talks that in previous years often resulted in faculty strikes.

Indeed, this year's talks between the administration and the campus chapter of the American Association of University Professors ended with a collective-bargaining agreement almost three months before the current contract was set to expire, at the end of August.

Failed contract negotiations in 1976, 1979, 1982, 1985, and 1988 led to faculty walkouts that lasted from a half day to eight days. The institution's first contract talks in 1973 were the only other ones that did not end in a strike.

■

A new spirit of harmony also marked recent contract negotiations between the faculty union and Board of Trustees of the California State University.

For the first time since the California Faculty Association was founded in 1983, the talks were held "without acrimony and without declaring impasse or requiring a mediator or fact finder," says Sam Strafaci, director of employee relations for the 20-campus system. He attributes the harmonious atmosphere largely to a new method of bargaining in which major issues were discussed by committees in informal settings, rather than having all matters debated solely by chief negotiators.

Patrick Nichelson, president of the union, says the change in negotiations also reflects new board leadership by "more pragmatic-minded trustees," and their recognition that the system could achieve much more if "they tried to work with us, rather than around us."

■

A new company affiliated with Arizona State University intends to provide one-stop shopping for anyone in the state looking for experts.

More than 150 professors from three universities are expected to join the University Consulting Group, a consulting and expert-witness service for businesses, professionals, and government organizations. Professors at Arizona State, Northern Arizona University, and the University of Arizona are invited to join the group for $250 each. In return, the members will be provided with such services as advertising, contract negotiation, and administrative support. Consulting fees will range from $50 to $200 an hour.

The group is modeled after the University Research Consortium, an organization of more than 100 professors that was formed at the University of Minnesota in 1982. That consortium now generates about $500,000 a year in consulting fees. The Minnesota and Arizona groups are thought to be the only two privately operated, university-affiliated consulting groups in the country.

Personal & Professional

Salaries of Chief Executives in Higher Education Found to Have Grown By 6% a Year Since 1988

Steady increase in perquisites reported; most common are residences, club memberships, and tuition

By COURTNEY LEATHERMAN

The paychecks that college and university presidents take home represent only part of the generous compensation packages that many institutions provide their chief executive officers, a survey of 874 campuses has found.

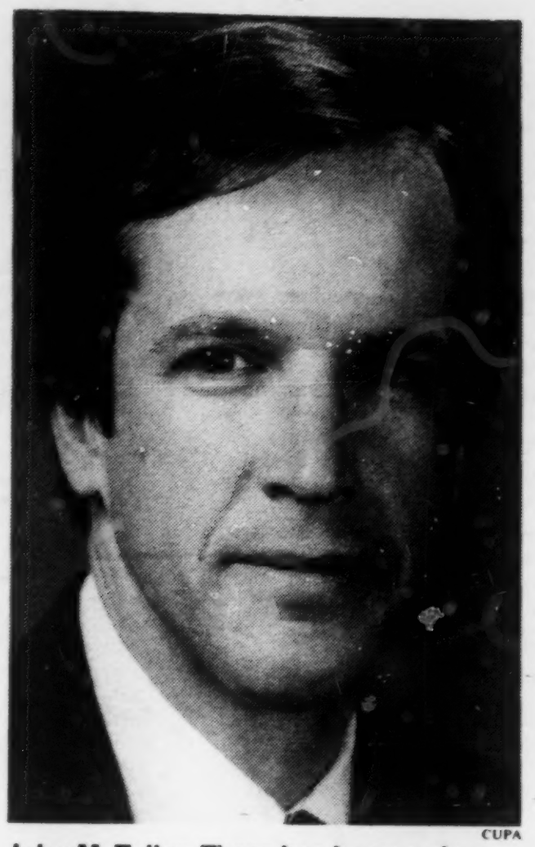
Average salaries for academic chief executives—including heads of higher-education systems—have grown by about 6 per cent a year since 1988. In academic 1990-91, average salaries ranged from $238,000 at private research universities to $58,400 at church-related community colleges.

In addition, most chief executives enjoyed a steady increase in perquisites. The most common included official residences, club memberships, and tuition for children.

Controversies Prompt Changes

Such perquisites have been controversial at many institutions in recent years, particularly public colleges. The regents of the University System of Georgia, for example, recently decided to end their practice of providing housing for some college presidents. Their announcement followed revelations that the former president of Georgia State University, John A. Palms, now the president of the University of South Carolina, had spent more than $500,000 to renovate the official residence.

The survey, which looked at compensation practices at public and private colleges and universities, was the fourth since 1984 sponsored by the College and University Personnel Association, the Association of Governing Boards of Universities and Colleges, and the American Council on Education.



CUPA

John M. Toller: There has been a slow but steady increase in the number of female presidents. "It isn't by leaps and bounds, it's by inches."

This year's survey turned up few changes in compensation practices since the last survey was conducted in 1988. Chief executives of research universities were still the highest paid—earning an average of $141,500, compared with $90,300 for those at other four-year institutions. Presidents at private institutions earned higher average salaries than those at public institutions—$106,600 compared with $94,700.

Slow but Steady Gains by Women

As in the past, this year's survey found that the typical college president was a man, 54 years old, who had held his position for seven years. John M. Toller, personnel director at the University of Connecticut and chairman of CUPA's survey advisory committee, noted, however, that there had been a slow but steady increase in the proportion of female presidents—from 8 per cent in 1984 to 11 per cent this year. "It isn't by leaps and bounds, it's by inches," he said.

Following is a summary of the benefits and employment conditions at participating institutions. Because of differences in the number of institutions surveyed and in reporting practices, exact comparisons from one survey year to the next are not always possible.

SALARIES

The survey broke down salaries by type of institution, budget size, enrollment, and control. It found that typically the larger an institution's operating budget and enrollment, the larger the compensation package.

Average salaries at research universities varied greatly, depending on the institu-

Continued on Following Page

3 Researchers Played Key Role in Judge's Decision to Uphold VMI Policy

Continued From Page A1

dents and faculty members. But Mr. Richardson says he came to believe that it would be wrong to force V.M.I. to change to admit women.

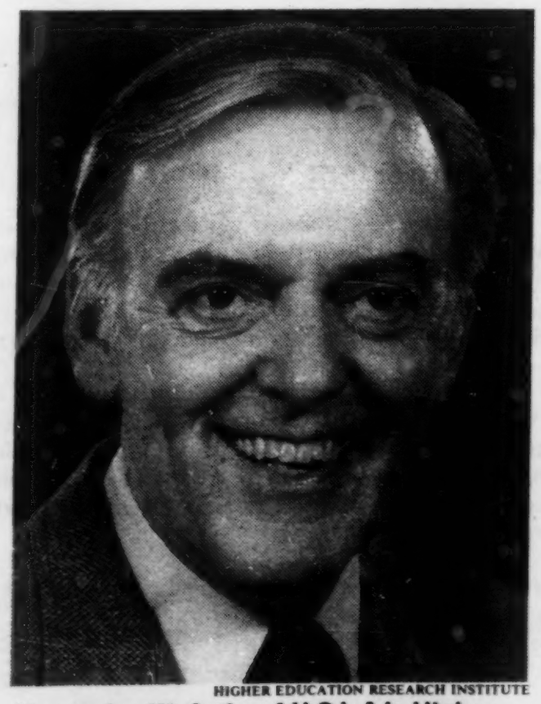
Benefits From Single-Sex Education

Mr. Riesman says he was happy to be involved in the case because he has long believed in single-sex education.

V.M.I., one of only two all-male public universities in the nation, was in court because the U.S. Justice Department had charged that its admissions policies violated the Civil Rights Act. Judge Kiser's decision in V.M.I.'s favor, however, said that "a substantial body of exceedingly persuasive evidence supports V.M.I.'s contention that some students, both male and female, benefit from attending a single-sex college."

Frank B. Atkinson, one of V.M.I.'s lawyers, says the research cited by the defense team was important because V.M.I. never denied that it discriminated against women. To defend the institute's admissions policies, Mr. Atkinson says, the lawyers needed to "prove through scholarly research that single-sex education is an important objective."

He adds: "I think the judge gave a great deal of credence to the testimony of the experts."



HIGHER EDUCATION RESEARCH INSTITUTE

Alexander W. Astin of U.C.L.A.'s Higher Education Research Institute: "V.M.I. is not typical of the men's institutions we had in our sample in those days."

■

One of those experts, Mr. Astin of U.C.L.A., is not happy about it. In his decision, Judge Kiser cited Mr. Astin's 1977 book, *Four Critical Years*, which concluded that some male and female students benefited from single-sex education and that many men and women who graduate from single-sex institutions go on to become leaders in their fields.

The problem, Mr. Astin says, is that the book was based on research he conducted in the late 1960's and early 1970's—a time when many of the nation's leading private research universities and liberal-arts colleges admitted only men to their undergraduate programs.

Men who graduated from those colleges were likely to succeed, Mr. Astin says, because those institutions were among the best in American higher education in terms of faculties and facilities. "V.M.I. is not typical of the men's institutions we had in our sample in those days," he says.

Mr. Astin says the case shows that research should not be the sole basis for a court decision. "If you put students in stocks for four hours a day and you did research and found that they learned better that way, is that what you should do?" he asks.

He adds that policy makers should always be aware of philosophical issues that

Continued on Page A13

Compensation and Benefits of College Presidents, 1990-91

Median Salaries by Full-Time-Equivalent Enrollment and Type of Institution

Research universities	
Under 2,000 (1)	n/a*
2,000 to 4,999 (2)	n/a
5,000 to 14,999 (12)	$126,400
15,000 and over (21)	143,600
Public (33)	132,300
Private, independent (3)	n/a
Private, church related (0)	n/a

Other doctorate-granting universities	
Under 2,000 (3)	n/a
2,000 to 4,999 (3)	n/a
5,000 and over (28)	$129,400
Public (26)	125,000
Private, independent (6)	151,300
Private, church-related (2)	n/a

Comprehensive universities	
Under 500 (2)	n/a
500 to 999 (3)	n/a
1,000 to 1,999 (18)	$101,200
2,000 to 2,999 (14)	101,500
3,000 to 3,999 (15)	113,100
4,000 to 4,999 (19)	99,200
5,000 to 7,499 (43)	99,200
7,500 to 9,999 (27)	100,800
10,000 to 14,999 (16)	117,500
15,000 and over (22)	124,000
Public (124)	102,200
Private, independent (34)	126,300
Private, church-related (21)	105,000

Baccalaureate colleges	
Under 500 (26)	$61,600
500 to 999 (68)	77,000
1,000 to 1,999 (98)	$98,700
2,000 to 2,999 (32)	94,800
3,000 to 3,999 (16)	92,000
4,000 to 4,999 (1)	n/a
5,000 to 7,499 (6)	97,600
7,500 and over (2)	n/a
Public (46)	87,400
Private, independent (104)	95,700
Private, church-related (99)	78,500

Specialized institutions	
Under 500 (34)	$61,600
500 to 999 (10)	91,900
1,000 to 1,999 (8)	102,500
2,000 and over (3)	n/a
Public (6)	107,600
Private, independent (28)	$91,900
Private, church-related (22)	58,400

Two-year colleges	
Under 500 (24)	$55,000
500 to 999 (33)	70,000
1,000 to 1,999 (99)	75,000
2,000 to 2,999 (35)	78,800
3,000 to 3,999 (18)	79,500
4,000 to 4,999 (20)	84,100
5,000 to 7,499 (20)	90,000
7,500 to 9,999 (10)	97,000
10,000 to 14,999 (6)	101,100
15,000 and over (5)	110,000
Public (208)	78,200
Private, independent (21)	68,200
Private, church-related (6)	63,500

Housing

Residence provided **47.1%**
Additional housing assistance:
- Maintenance **43.6%**
- Utilities **43.4%**
- Household staff **33.4%**
- Remodeling allowance **26.1%**

Assistance where residence not provided:
- Home-purchase allowance **59.8%**
- Mortgage-interest subsidy **24.5%**
- Property-tax allowance **8.8%**
- Rental allowance **33.3%**
- Rent paid in full **5.9%**

Relocation

Household moving expenses:
- Paid in full **79.9%**
- Paid in part **12.0%**

Travel expenses for family:
- Paid in full **50.1%**
- Paid in part **10.7%**

Car

Personal car provided **67.4%**
Pool car:
- Assigned to chief executive **18.6%**
- Available as needed **6.9%**

Operating expenses:
- Paid **65.3%**
- Allowance provided **12.1%**

Option to purchase car **3.0%**
Driver provided as needed **11.3%**
No provision **14.8%**

Business travel, entertainment

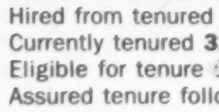
Reimbursement **89.4%**
Per-diem allowance **25.9%**
Unrestricted expense account **10.6%**
Reimbursement for spouse's expenses **27.1%**
Airline V.I.P. club **8.3%**
First-class air travel **4.8%**
Use of institution-owned aircraft **3.5%**

Local entertainment

Reimbursement **76.1%**
Fixed allowance **23.8%**
Unrestricted expense account **13.3%**
Use of campus facilities **57.3%**
Use of institution staff **53.8%**
No provision **15.0%**

Tuition assistance for children

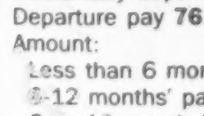
Full tuition at own institution **77.8%**
Full tuition at other institution **48.0%**
50% or more at own institution **19.9%**
50% or more at other institution **29.5%**
Up to 50% at own institution **2.3%**
Up to 50% at other institution **11.6%**



Employment contracts

Provided **76.9%**
- Formal written contract **57.6%**
- Letter of agreement **33.8%**
- Oral agreement **5.4%**

Term of agreement specified **63.4%**
Time period:
- One year **31.3%**
- Two years **10.4%**
- Three years **31.8%**
- Four years **10.4%**
- Five years **11.6%**
- Six years **0.8%**



Performance review

Formal performance review **77.9%**
Frequency of review:
- End of contract term **5.1%**
- Annually **69.1%**
- Every two years **5.0%**
- Every three years **5.8%**
- Other **12.7%**

Responsibility for review:
- Chairman of the board **12.7%**
- Committee of the board **28.2%**
- Entire governing board **37.8%**
- *Special review committee* **7.2%**

Assistance to spouse

Staff and facilities for entertaining **17.5%**
Secretarial staff **8.8%**
Remuneration for involvement at institution **3.4%**
No provision **78.8%**

Additional income from institution

Annual bonus **15.9%**
Salary supplement **24.8%**
Other sources **59.8%**

Outside compensation

Paid corporate directorships **62.7%**
Honoraria or lecture fees **19.2%**
Consulting fees **28.8%**
University or college foundation **1.9%**

Academic rank and tenure

Academic rank conferred **51.6%**
Hired from tenured position **31.9%**
Currently tenured **31.3%**
Eligible for tenure **9.1%**
Assured tenure following resignation **28.6%**
Salary reversion to faculty scale **55.2%**

Involuntary departure

Involuntary departure policy **25.8%**
Departure pay **76.0%**
Amount:
- Less than 6 months' pay **23.3%**
- 6-12 months' pay **35.0%**
- Over 12 months' pay **11.6%**
- Negotiable at time of departure **30.1%**

Note: The survey covered 874 institutions. The sample size for each category is shown in parentheses. Because of differences in the number of institutions surveyed and in reporting practices, exact comparisons from one survey year to the next are not always possible.

* not available

ILLUSTRATIONS BY MAX-KARL WINKLER

SOURCES: AMERICAN COUNCIL ON EDUCATION, ASSOCIATION OF GOVERNING BOARDS OF UNIVERSITIES AND COLLEGES, COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

Average Salary of Presidents Rises 6% a Year

Continued From Preceding Page

tion's source of financial support. At public research universities, chief executives earned an average of $132,800, compared with $238,000 for their counterparts at private institutions. While chief executives of two-year colleges earned an average of $78,300, their salaries increased the most—by 56 per cent since 1984.

About 3 per cent of the presidents received a portion of their salary from outside sources; that amount averaged $39,625.

A growing proportion of presidents received annual bonuses this year. Nearly 16 per cent earned bonuses—averaging $10,780—while only 4 per cent received them in 1988. Only 23 per cent reported receiving income from outside sources this year, compared with 43 per cent in 1984. But Mr. Toller suggested that the decrease indicated fewer chief executives were reporting outside income, not that fewer were receiving it.

HOUSING

Despite frequent controversies over the provision of official residences for presidents, nearly half of the institutions continued to offer them. Of those that did not provide housing, nearly 60 per cent offered a housing allowance—up sharply from 21 per cent in 1988.

TUITION BENEFITS

Most institutions had policies providing for tuition assistance for children. Nearly 78 per cent provided full tuition at the president's institution—up from 45 per cent in 1988—while 75.3 per cent provided the same benefit for spouses.

ENTERTAINMENT EXPENSES

Most institutions covered entertainment expenses for events ranging from business lunches to catered dinners. Only 15 per cent reported no provisions for entertainment costs. Some 76 per cent reimbursed chief executives for their out-of-pocket expenses, while 13.3 per cent provided unrestricted expense accounts.

TRAVEL EXPENSES

Most presidents—89 per cent—were reimbursed for out-of-pocket travel expenses associated with institutional business, while 10.6 percent received unrestricted expense accounts. Almost 4 per cent of the presidents had access to aircraft owned by their institutions.

ASSISTANCE FOR SPOUSES

While female spouses of college presidents have become more vocal in recent years about the fact that they often are neither compensated nor supported for their work on behalf of institutions, this year even fewer institutions provided assistance than in the past. Seventy-nine per cent said they made no provision for spouses, compared with 70 per cent in 1988.

INVOLUNTARY-DEPARTURE POLICIES

Some 26 per cent of the colleges

had policies that spell out the terms of a president's unplanned departure, compared with 24 per cent in 1988. Three-fourths provided pay; of those, 35 per cent gave chief executives severance pay worth 6 to 12 months of salary.

EMPLOYMENT CONDITIONS AND JOB EVALUATIONS

Slightly more than three-fourths of the chief executives worked under some type of contract, about the same as in 1988. More and more institutions reported using performance reviews for their presidents—78 per cent did so this year, up from 70 per cent in 1988. Only 9 per cent of the presidents were eligible for tenure.

In 1988, 1,005 institutions participated in the survey. Of this year's 874 participants, 60 per cent were public institutions, and more than 80 per cent were comprehensive universities, baccalaureate colleges, or two-year colleges. The average operating budget for participating institutions was $72.4-million. Mr. Toller suggested that lower-paid presidents were more likely to participate in the survey than those who were well paid.

Copies of the report, "1991 Compensation, Benefits, and Conditions of Employment for College and University Chief Executives," cost $125 each for participating institutions, $175 for non-participating CUPA members, and $325 for all others. The report is available from the College and University Personnel Association, 1233 20th Street, N.W., Suite 503, Washington 20036; (202) 429-0311. ■

Western Illinois Fires Nude-Beach Scholar

MACOMB, ILL.

A tenured professor of leisure studies—who is a self-described expert on nude beaches—was dismissed last month after a faculty panel at Western Illinois University said his attitude toward teaching was itself too leisurely.

The faculty panel looked at the case against George R. Harker, an associate professor who had been at Western Illinois since 1970, after the university's president brought charges against him to seek his termination. The president, Ralph Wagoner, said Mr. Harker had failed to give two final exams and attend faculty meetings, and had twice skipped his own classes. Mr. Wagoner said in a statement that action was taken after other efforts to change Mr. Harker's behavior had failed.

Grievance Filed

Mr. Harker, who taught in the department of recreation, park, and tourism administration, said he had filed a grievance with the university's faculty union after his dismissal by the university's governing board. In the meantime, Mr. Harker, who was in Hawaii last week doing research, said that he planned to cash in on his dismissal by selling his story to television talk shows and magazines.

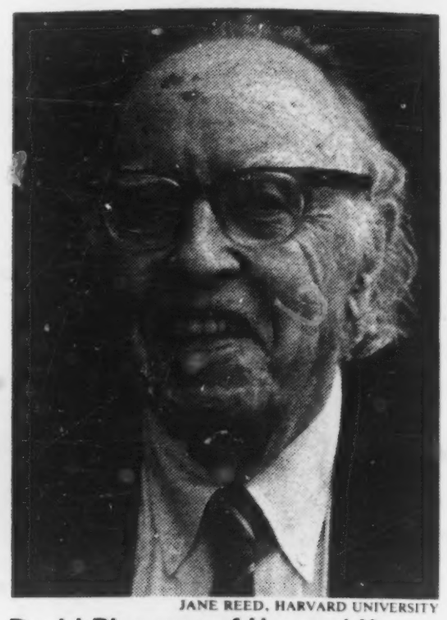
Mr. Harker, who had taught such courses as "Philosophies of Leisure," has maintained that his research on nude beaches added to his disputes with the university.

—COURTNEY LEATHERMAN

Researchers' Views Cited by Judge in Decision to Uphold VMI Policy

ARIZONA STATE

Richard C. Richardson, Jr., of Arizona State U.: "One does not sacrifice quality to achieve diversity."



JANE REED, HARVARD UNIVERSITY

David Riesman of Harvard U.: "I found it awesome to have the responsibility in the case that I did."

Continued From Page A11

research may not address. In the V.M.I. case, he says, research on how well the students there learn may be less important than the need to oppose "the exclusion of women from higher education."

Mr. Atkinson, the V.M.I. lawyer, says he is not bothered by Mr. Astin's views. "It's the judge's job to look at the findings and see if they apply," he says.

■

Mr. Richardson of Arizona State says many of his friends were surprised when he told them he was working in V.M.I.'s behalf, because he frequently chastises colleges for not being willing enough to change their institutional cultures to attract more minority students. But he says his position on V.M.I. is not inconsistent. "I've always said that one does not sacrifice quality to achieve diversity," he says.

In the case of V.M.I., he says, the quality of education for men would be hurt by the admission of women because the entire program would change. Judge Kiser cited those views—along with Mr. Richardson's testimony that educational programs are "not designed for the exception but the mean"—to find that the institute should not change for the benefit of the few women who want to enroll.

Mr. Richardson says civil-rights laws were intended to insure that women and minority-group members have opportunities to get a good education, not "to destroy the last of the species" of colleges that offer single-sex education.

He also rejects the argument that single-sex education is fine for private colleges, but inappropriate for public institutions. With state and federal funds flowing to private colleges and their students these days, he says, "the distinction has become extremely blurred."

As a researcher, Mr. Richardson says it was exciting to watch the trial and rewarding to see his research used by the judge. "If you do policy research, you hope it will have an impact," he says.

Mr. Richardson was also rewarded financially, but won't say how much he was paid. And he says he is not bothered by being associated with an institution that many of his colleagues find distasteful. "There is a politically correct posture on this issue, and the politically correct posture did not win," he says.

■

Mr. Riesman says V.M.I. is going to pay him $6,000 for his work as an expert witness, but he says he'll give all the money to Harvard. His commitment to single-sex education was motivation enough to work on the case, he says.

Over the years, he says his research has convinced him that both men and women benefit from single-sex education, although there appear to be few benefits at the graduate-school level.

If women want a similar education to that offered by V.M.I., he says, they should press the states to create women's institutions. Simply to let women enroll would not provide them with the same experience because, he says, they would not be treated in the same way. "A younger Bella Abzug might have liked to attend V.M.I., but she wouldn't have been treated the same as the others," he says.

Mr. Riesman also says that whereas admitting black students to previously all-white colleges benefited both groups of students, the same would not be the case for admitting women to V.M.I. because a valuable form of education would be lost.

As for the V.M.I. education, Mr. Riesman says his research has led him to believe that most people hold a false stereotype of the students there as unthinking fighters. In fact, he says, the V.M.I. environment encourages creativity in fields, such as poetry, that men may shy away from if they are educated with women. "In that environment, the young men felt free to express the aesthetic, including the erotic, sides of themselves in writing," he says.

Mr. Riesman says he couldn't be more pleased with Judge Kiser's decision and its focus on education research. "It's a remarkable opinion in its attention to research, which hardly ever happens," he says. "I found it awesome to have the responsibility in the case that I did." ■

Advertisement

The Learning Society:

Imagine My Surprise

By Bernard R. Gifford, Ph.D.
Vice President, Education
Appie Computer, Inc.

It's a five-minute walk from Philadelphia's 30th Street Station to Drexel University. Heading toward campus, I wondered how this institution, now celebrating its one-hundredth year, had become the first in the nation to require that every student own (or have daily access to) a microcomputer.

I put the question to Jan Biros of Drexel's Computing Resource Group. "Our policymakers were visionary," she said. "They realized early on that the microcomputer was here to stay. They insisted that every student become computer-competent, regardless of his or her major."

They were visionary in another sense, she added, "because they committed to the Apple Macintosh in 1983, before the first units were even shipped. We've been a Mac school ever since.

"Of course, few software programs were available for the Macintosh back then. So we got to work on our own. Over the years, Drexel became a leader in courseware development for the Macintosh."

How has being a "Mac school" affected day-to-day educational practice at Drexel? Chris Swisher, who comanages the Computing Resource Group with Jan, gave that some thought:

"You'd have trouble finding a campus anywhere in the nation that doesn't make computers available, in some form, to students. But at Drexel, everyone has a computer, and they all have access to the same programs. So our faculty members have a high level of expectation. They routinely say to their students: 'Here's some data, run it through your database management system, and see what you come up with.' And not just in science or math. We've had a lot of success in the humanities, and some of the most active members of our Microcomputing Policy Committee are in the humanities."

The other side of the coin, Chris pointed out, is that students expect their teachers to exploit fully the sophisticated technology at their disposal, and to challenge them to do so as well. "That's a powerful expectation," he added.

I was perfectly willing to believe that the Macintosh has been integrated across Drexel's curriculum, but I wanted to hear it from the students. So I took a walk around the campus's bustling computer center.

Andrew Bellville and Arif Shaikh were printing out resumés. Were they seniors hunting for jobs?

"Freshmen," they replied cheerfully, seeming to enjoy being taken for older students. They explained that Drexel has a five-year undergraduate program that requires students to spend one-and-a-half years working at a variety of jobs. The resumés were for the "co-op" course that prepares freshmen for their first job placement.

I steered the conversation to technology. Both had bought Macintosh computers when they entered Drexel. Were the machines getting a lot of use?

"Sure," volunteered Andrew. "I live at home, and everybody in the family uses the Mac now. My parents use it for taxes. Mom keeps her business records on the computer, and my younger brother uses it for schoolwork and games."

"What about you?"

"Well, I use it to keep track of my albums."

"You're a music major?" I asked.

"No, biomedical engineering."

"Use it for anything else?"

"Not really," he said.

Imagine my surprise. For a full minute, I was uncharacteristically speechless. Then Arif spoke up: "Aren't you forgetting a few things? Like the design project we did—a CAD layout of the entire grounds of Rosetree Park."

"Oh yeah," said Andrew. "We did that on the Mac."

"And we use it constantly in E4—that's the Enhanced Education for Engineers program." While Arif tried to recall what the fourth E stood for, Andrew explained: "We use the Macintosh to collect information from a whole lot of instruments in the lab, and then do real-time analysis of the data as it comes through."

"Then there's calculus," Arif said. "We do all our homework on the computer."

I asked how that works. "We get programs from a file server," Andrew explained, pointing to a Macintosh computer near the entrance. "Teachers can put courseware or reading lists or old exams on there for us to copy. Even class notes, so we can really listen instead of just writing everything down."

Arif turned the conversation back to calculus, and I was all ears. I taught calculus for a number of years, and it's a subject close to my heart.

"Sometimes there's a lot of drudgery to math," he said, "and you get so overloaded that you forget the point of what you're doing. Now the computer takes care of that, so we can really see the beauty of math. We're lucky. In the past, students never got a chance to see that until later in their careers."

Andrew chimed in: "We had a problem in class today that blew me away. There were two three-dimensional parabolas on the screen, going in opposite directions. They were color-coded so you could see the intermesh, and the problem was to calculate its area. It was really neat!"

Was this the same fellow who five minutes earlier couldn't recall how he used the computer? I left Drexel marveling (as I so often do) at how transparent technology becomes, once it's deeply embedded into an individual's life. Or, for that matter, into the life of an educational institution.

Government & Politics

Ways & Means

Supreme Court Justice Thurgood Marshall announced his retirement last week.

Justice Marshall's votes and opinions have been significant to many people in higher education, particularly minority and female students and faculty members.

He was a strong opponent of segregation and a supporter of affirmative action and of legal interpretations that made it easier for people to challenge practices that they believed to be discriminatory.

Next week's *Chronicle* will include a look at the impact of Justice Marshall's career on higher education, and how the change in the Supreme Court is likely to affect legal issues now before the Court.

■

The Bush Administration is moving to fill positions left vacant when Education Secretary Lamar Alexander cleaned house in March.

The White House announced last week that it would nominate Diane S. Ravitch, an adjunct professor of education and history at Teachers College of Columbia University, to be Assistant Secretary for educational research and improvement. The appointment had been rumored for months.

Meanwhile, William H. Hudnut, III, the Mayor of Indianapolis, has confirmed that he has talked with Administration officials about a department post, but none has been offered to him. Mr. Hudnut, who has said he will not seek a fifth term in November, is believed to be Secretary Alexander's choice for Deputy Under Secretary for intergovernmental and interagency affairs.

The Administration is still seeking an Assistant Secretary for postsecondary education. Sources in Washington said Carolyn Reid-Wallace, a former vice-chancellor for academic affairs for the City University of New York system, is being considered for the post.

A CUNY spokeswoman said Ms. Reid-Wallace is currently working on "special projects" in the university's Washington office. Ms. Reid-Wallace could not be reached for comment last week.

■

A task force appointed by the National Science Foundation has formally recommended to the foundation's governing board that a new directorate for the social and behavioral sciences be created.

Heads of the directorates decide about the specific disbursement of allotted research money. Hoping to gain more visibility and financial support, social and behavioral scientists have been seeking their own directorate, separate from the biological sciences.

The National Science Board, which governs the foundation, is expected to leave the decision up to the foundation's new head, Walter E. Massey.

Alexander Criticizes Role of Accreditors in Diversity Debate

Says agencies should determine only whether college does its job

By SCOTT JASCHIK

WASHINGTON

Education Secretary Lamar Alexander said last week that regional accrediting agencies should restrict themselves to determining whether institutions are "good colleges and universities or diploma mills," and should stay out of debates about whether colleges have enough minority students and faculty members.

In comments at a Congressional hearing, Mr. Alexander said he still had not made up his mind about whether the department should continue to recognize the Middle States Association of Colleges and Schools, which has a controversial "diversity" policy of instructing accreditation review teams to evaluate colleges' records in recruiting and retaining minority students and faculty members.

Mr. Alexander repeatedly said he believed such evaluations extended beyond the authority of accreditation agencies. "It's like hiring a fire inspector and he tells you how to cook," he said.

During the hearing, Mr. Alexander was attacked by Democratic lawmakers and defended by Republicans on the

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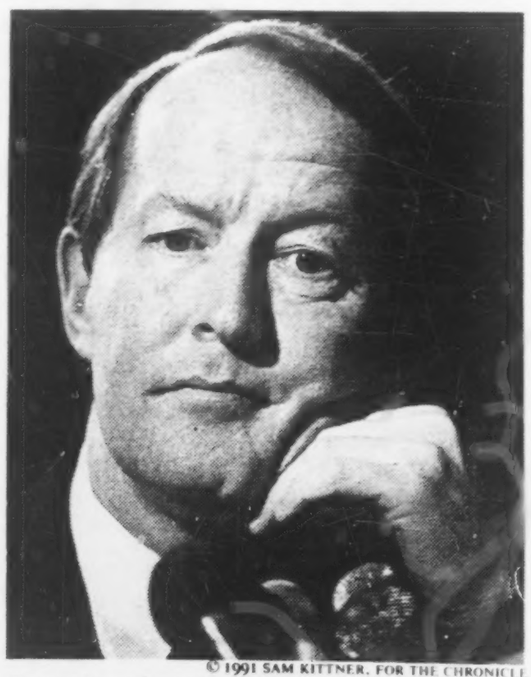

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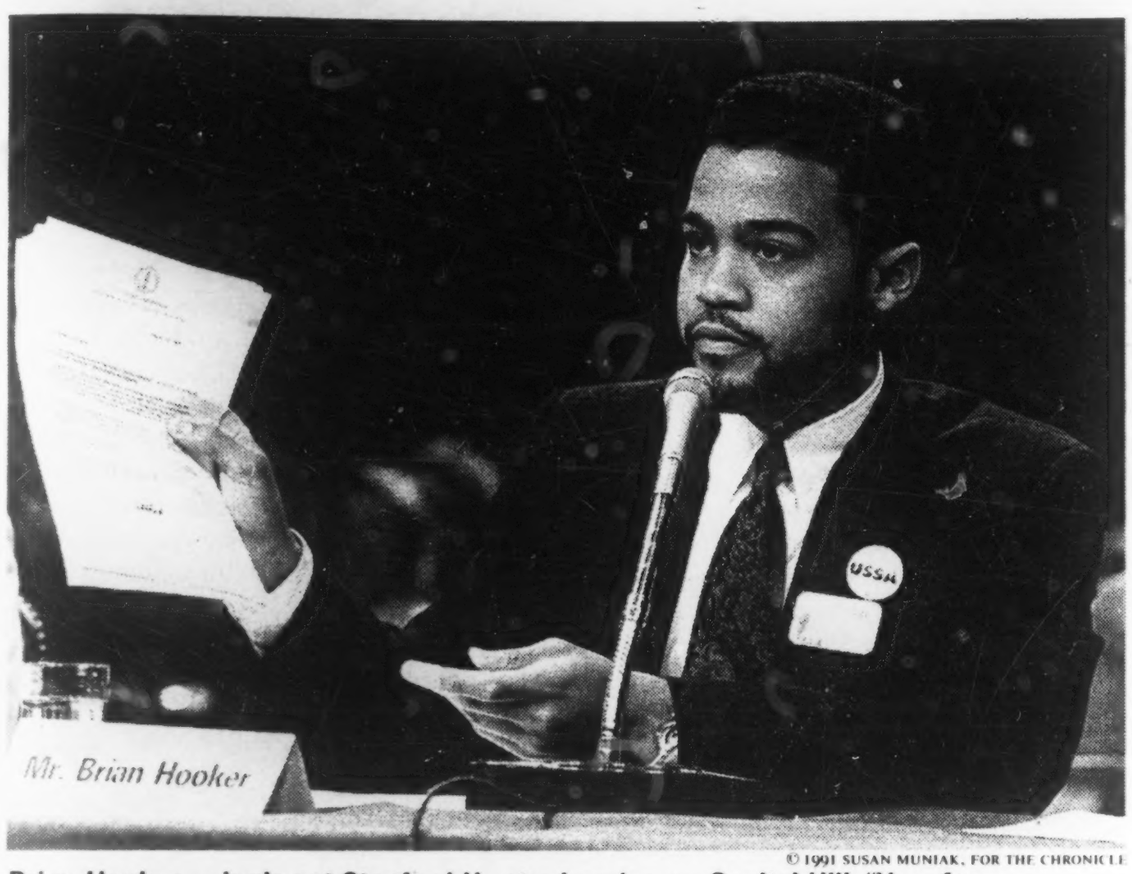
Secretary Lamar Alexander: It did not matter what recommendations he had received. "I made the decision, which is the only decision that counts in this case."



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Brian Hooker, a junior at Stanford U., at a hearing on Capitol Hill: "Very few individuals in inner-city public schools are aware that college is within their reach."

Congress Seeks 'Early Intervention' Effort to Spur Children to Prepare for College

By THOMAS J. DeLOUGHRY

WASHINGTON

If only one new program is added to the present three dozen in this year's reauthorization of the Higher Education Act, lawmakers say it will be an "early intervention" effort to prepare children for college and to inform them about college-admissions processes.

The Higher Education Act

A handful of bills already introduced would provide federal matching funds to states for programs that offer tutoring, counseling, financial-aid information, and other support services to low-income children as young as 10. Several of the bills would also promise college scholarships to children who participate in such programs.

Pell-Grant Advertising Proposed

Congressional support also is growing for proposals to make all Americans aware of the availability of Pell Grants, student loans, and other types of aid. The legislation would finance a national advertising campaign about student-aid programs and establish a computer network to make aid information more accessible to high-school counselors and students.

Lawmakers, counselors, and college officials say low college-going rates among low-income students—and minority students in particular—demand immediate attention.

"Early intervention is not only the wave of the future, but also a necessity, if we are to begin to recapture the youth of this nation before they become a statistical blight on their communities and the nation," Paula Martin, executive director of the non-profit East Harlem College and Career Counseling Program, told a House subcommittee in May.

Sen. James M. Jeffords, a Vermont Republican and a sponsor of early-intervention legislation, says the nation is caught between demands for better-skilled workers and declining interest in college-going among children. He says the policy question is: "How do you raise the expectations and hopes of young people to fulfill

Continued on Following Page

Campus officials oppose a White House proposal to restructure the Trio programs for disadvantaged students: Page A17.

House Passes a 1992 Education Budget That Includes 2% Student-Aid Increase

WASHINGTON

The House of Representatives last week approved an education budget for fiscal 1992 that would cause spending on student aid to fall behind the rate of inflation.

By a vote of 353 to 74, lawmakers approved the appropriations bill for education, health, and labor programs without altering the spending levels for education that the Appropriations Committee had approved a week earlier.

The Senate is expected to draft its education-appropriations bill next week.

The House bill contains a 2-per-cent increase for student aid—more than President Bush requested but less than the inflation rate of 5 per cent.

Maintaining the 'Status Quo'

The increase would include a $76-million raise for the $5.3-billion Pell Grant program—not enough money to increase the maximum grant for academic 1992-93 above the $2,400 that will be provided in 1991-92. The budget would also continue to prohibit grants to students who attend college less than half time.

The House Appropriations Committee said in a report accompanying the bill that the panel favored a "status quo" budget for student aid while Congress reviews the Higher Education Act in preparation for reauthorizing it. The review is expected to be concluded in about a year.

The Supplemental Educational Opportunity Grant program would get a substantial raise under the House bill—$50-million, lifting the total to $570-million. The Trio programs, which provide counseling and tutoring to low-income high-school and college students, would increase by $51-million, to $385-million.

Much of the four-and-a-half-hour debate that preceded the House vote last week

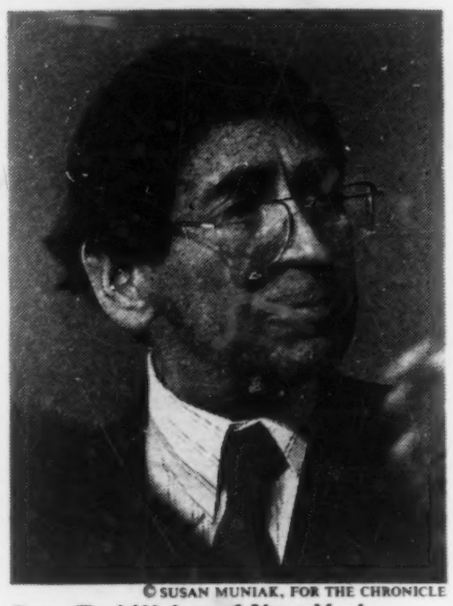
Continued on Page A18

Alexander Assails Accreditors' Role in Diversity Debate

Continued From Page A15

House Subcommittee on Human Resources and Intergovernmental Relations.

Rep. Ted Weiss, a New York Democrat who is chairman of the panel, suggested that Mr. Alexander fired Leonard L. Haynes, III, who in March left his position as Assistant Secretary of Education for postsecondary education, because Mr. Haynes had recommended departmental recognition for Middle States. Mr. Alexander denied firing Mr. Haynes for that reason, but acknowledged that he had told Mr. Haynes that he wanted someone else in the position, which remains vacant.



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Rep. Ted Weiss of New York: He questioned Secretary Alexander's reasons for firing an Assistant Secretary.

Recognition Essential

Departmental recognition is essential to accrediting agencies and colleges because students can receive federal grants and loans only if they attend colleges that are accredited by agencies recognized by the department.

Middle States is the main accrediting group for colleges in Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania.

The Middle States policy has been the subject of a growing controversy since last year, when an Education Department advisory committee recommended to then–Education Secretary Lauro F. Cavazos that he delay extending recognition for Middle States, pending further study of the group's diversity standards.

Hearing in the Fall

Shortly after he succeeded Mr. Cavazos this year, Mr. Alexander accepted the advisory committee's recommendation and ordered it to hold a hearing on the issue this fall. After that, Mr. Alexander will decide whether to extend the recognition of Middle States. The group has kept its recognition for now.

At last week's hearing, Secretary Alexander said he was a strong supporter of having diverse student bodies and faculties at colleges and universities. But he said it was the responsibility of colleges themselves, and of federal civil-rights agencies, to monitor institutional progress in that area.

He said allowing accrediting agencies to dictate the proper minority enrollments of colleges would lead to "a cookie-cutter model" of diversity in which all colleges would be alike. Mr. Alexander said he was worried that under the Middle States guidelines, a historically black college like Howard University could be forced to hire more white faculty members or the Jewish Theological Seminary could be forced to place Presbyterians on its governing board.

No representatives of Middle States testified at the hearing. In an interview, Leon M. Goldstein, chairman of the Middle States Commission on Higher Education, said Mr. Alexander was misinterpreting the group's policy. Mr. Goldstein said Middle States would not force institutions to admit certain percentages of students from certain ethnic groups, but would make sure that colleges were actively recruiting a diverse group of students and faculty members, as appropriate to institutions' missions.

'Somewhat Taken Aback'

Mr. Goldstein, president of Kingsborough Community College, also said he was "somewhat taken aback" by Mr. Alexander's strong criticism of the Middle States policy at a time when the Secretary had said he was still undecided about it.

At the hearing, Representative Weiss asked Mr. Alexander a series of questions about internal Education Department documents indicating that department officials had concluded that Middle States should continue to receive departmental recognition.

Secretary Alexander acknowledged that Mr. Haynes, the former Assistant Secretary, had recommended continuing recognition for Middle States. Then Mr. Weiss asked Mr. Alexander why he had fired Mr. Haynes.

Mr. Alexander stated that Mr. Haynes had resigned, but under continued questioning admitted that he had told Mr. Haynes that he wanted to appoint someone else to the post. Mr. Alexander said he wanted to name his own team of senior officials, and that Mr. Haynes had done a good job at the Education Department.

The Secretary said it did not matter what recommendations he had received about Middle States. "I made the decision, which is the only decision that counts in this case," he said.

Some See a Link

Mr. Haynes, who was not at the hearing, is now working as a consultant at the Department of Health and Human Services. In an interview, he said he did not know whether or not he was asked to resign because of his recommendation on Middle States. "I don't know if there's a link, but colleagues of mine and observers suggest to me that there is," he said.

The reason he urged that the department continue recognition for Middle States, Mr. Haynes said, was that he believed Middle States was in compliance with department regulations. He added that Mr. Alexander had never asked him about his recommendation.

Mr. Haynes said he supported the Middle States diversity policy because he believes colleges must help educate the growing percentage of the American population that is non-white. "To ignore that is to put one's head in the sand," he said. ■

House Approves a 2% Increase in Student Aid

Continued From Page A15

focused on a controversial abortion-related amendment that is expected to trigger a Presidential veto if it appears in the final legislation approved by the House and Senate. The provision would bar the Administration from carrying out its plan to prohibit medical facilities that receive certain federal funds from discussing abortion with pregnant women.

6.6% More for NIH

Several lawmakers voiced strong backing during last week's debate for medical research supported by the National Institutes of Health. The appropriations bill would provide a 6.6-per-cent increase for the institutes, bringing their budget to $8.8-billion.

"If I had my way today, that amount would be $10-billion," said Rep. William H. Natcher, the Kentucky Democrat who heads the subcommittee responsible for drafting the appropriations bill.

"We will be able to produce and provide 1,800 Ph.D.'s in math and science who are American citizens."

Several lawmakers who have been pushing the N.I.H. to devote more attention and resources to women's health issues were pleased with the increases for research on breast and cervical cancer.

"We want a cure for breast cancer," said Rep. Mary Rose Oakar, Democrat of Ohio. "We can do it if we have the research dollars."

'Areas of National Need'

Rep. E. Thomas Coleman, a Missouri Republican and member of the House Subcommittee on Postsecondary Education applauded the House for increasing graduate fellowships in "areas of national need" by 20 per cent. "We will be able to produce and provide 1,800 Ph.D.'s in math and science who are American citizens who will go out and teach other Americans in the future," he said.

The legislation would also provide a 15-per-cent increase for the Education Department's international education programs, and raise spending on a program providing clinical experience in law by 36 per cent.

The House bill would not increase the basic $161-million appropriation for Howard University, but it would allocate $23-million for "emergency construction" to improve the university's electrical and water systems and data-processing facilities.

Lawmakers said they were pleased with the university's plan for curriculum improvements and better campus administraton.

—THOMAS J. DeLOUGHRY

UPDATE ON OVERHEAD COSTS

- **Navy disciplines officials for roles in Stanford overhead charges**
- **OMB offers limits on money universities can collect for research**
- **Lawyer says U.S. could nullify old agreements on research costs**

The Navy announced last week that it had disciplined six civilian officials for inadequately overseeing charges that Stanford University made to the federal government for the overhead costs associated with federal research. The Office of Naval Research supervises the payments made by the government to Stanford and 38 other universities.

A Navy panel found that the six officials, whose names were not released, had not followed proper procedures when dealing with Stanford. A Navy statement said: "The job performance of six Navy civilians assigned to contract and grant administration was determined to have contributed to inadequate management controls for effective oversight of cost reimbursement at Stanford University."

The statement said the findings followed a six-week study.

While not saying that Thomas Dolan was one of the officials involved, a Navy spokesman confirmed that Mr. Dolan, who has been director of university business affairs for the Office of Naval Research, was being reassigned. The Navy spokesman said "you should draw your own conclusion" on the reason for Mr. Dolan's reassignment.

Mr. Dolan was unavailable for comment last week.

—SCOTT JASCHIK

■

The White House Office of Management and Budget last week proposed regulations to carry out previously announced plans to place limits on the amount of money that universities can collect from the federal government for the overhead costs associated with federal research projects.

The O.M.B. announced the plan in May, but did not release details of how the regulations would work (*The Chronicle*, May 22).

The rules released last week would set new limits on the administrative costs that colleges may attribute to overhead.

They would also create new requirements for the use of overhead payments to cover depreciation costs, and establish procedures for the government to collect payments plus interest in cases where it can demonstrate that a college's reimbursement rate was based on incorrect charges.

The proposed regulations appeared in the June 27 issue of the *Federal Register*. —S.J.

■

A government lawyer has issued an opinion that could prove costly for Stanford University and other institutions that are negotiating the exact amount they should have received in past years for the overhead costs of federal research.

Sophie A. Krasik, the counsel for the Office of the Chief of Naval Research, argued that the government could retroactively nullify special agreements it signed with Stanford and others that allowed them to use methods different from the standard ones in calculating their overhead costs.

Her opinion holds that the government, in determining if a particular institution had been overpaid or underpaid for a given year, could reject such an agreement if it violated federal regulations or was based on incorrect information from the university, a spokesman for the chief's office said.

The opinion applies only to those years at particular institutions for which the government has not yet finished a final audit of overhead costs.

It also covers only the 39 institutions that have their overhead rates set by the Office of Naval Research.

Stanford is the institution that is most at risk of having to repay money.

The university negotiated many more special agreements than other institutions and still has not closed the books on overhead costs with the government for several years. Over all, the agreements allowed Stanford to recover about $150-million more than it would have for those years, had it used the standard methods to calculate costs, according to one government estimate.

The O.N.R. spokesman said his agency would allow a university to propose an alternative method for calculating past costs for any special agreement that O.N.R. rejected.

—COLLEEN CORDES

House Appropriations Bill: Education Department

	Fiscal 1991 Actual spending	Fiscal 1992 President's request	Fiscal 1992 Approved by House
STUDENT ASSISTANCE			
Pell Grants	$5,374,282,000	$5,775,121,000	$5,450,000,000
Supplemental Grants	520,155,000	346,945,000	570,000,000
College Work-Study	594,689,000	396,615,000	595,000,000
Income-contingent loans	4,880,000	10,000,000	5,000,000
State Student Incentive Grants	63,531,000	0	64,000,000
Perkins Loans	156,144,000	15,000,000	169,000,000
Stafford Student Loans	5,381,422,000	3,105,711,000	3,105,711,000
Paul Douglas Teacher Scholarships	14,639,000	14,639,000	15,000,000
GRADUATE SUPPORT			
Patricia Roberts Harris graduate fellowships	17,566,000	0*	17,600,000
Robert C. Byrd honors scholarships	9,271,000	9,271,000	9,271,000
Jacob K. Javits fellowships	7,807,000	0*	8,000,000
Patricia Roberts Harris public-service fellowships	3,198,000	0*	3,200,000
Minority participation graduate fellowships	5,953,000	0*	5,826,000
Areas of National Need fellowships	24,885,000	0*	30,000,000
INSTITUTIONAL ASSISTANCE			
Developing institutions			
Aid for historically black colleges	87,831,000	87,831,000	100,000,000
Endowment challenge grants	17,462,000	7,462,000	7,500,000
Institutional support	87,831,000	87,831,000	90,000,000
Cooperative education	13,175,000	13,175,000	14,000,000
Facilities			
College-housing and academic-facilities loans	37,726,000	3,598,000	3,598,000
Interest-subsidy grants	20,396,000	19,412,000	19,412,000
International education	45,867,000	45,867,000	53,000,000
Law School Clinical Experience	5,855,000	0	8,000,000
Veterans' Education Outreach	2,733,000	0	2,700,000
BILINGUAL EDUCATION			
Bilingual vocational training	2,888,000	2,888,000	3,000,000
Training grants	36,066,000	36,066,000	36,000,000

	Fiscal 1991 Actual spending	Fiscal 1992 President's request	Fiscal 1992 Approved by House
LIBRARY RESOURCES			
Research libraries	$5,855,000	$0	$5,855,000
Training and demonstration	325,000	0	325,000
College-library technology grants	3,904,000	0	3,904,000
AID TO DISADVANTAGED			
College-aid migrant programs	1,952,000	2,034,000	2,500,000
Legal Training for the Disadvantaged	2,928,000	0	3,000,000
Minority Institutions Science Improvement	5,855,000	6,101,000	6,000,000
Programs for disadvantaged students	333,800,000	395,075,000‡	385,249,000
EDUCATION RESEARCH AND STATISTICS			
Education research	64,714,000	74,296,000	71,000,000
Education statistics	44,313,000	51,974,000	50,000,000
EDUCATION FOR THE HANDICAPPED			
National Institute on Disability and Rehabilitation Research	58,924,000	0	58,924,000
Research and development	20,174,000	20,174,000	24,000,000
Personnel development	69,289,000	69,289,000	89,800,000
Rehabilitation training	33,353,000	0	33,353,000
Postsecondary programs	8,559,000	8,559,000	9,000,000
MISCELLANEOUS			
Adult education	238,828,000	250,727,000	280,000,000
Vocational education grants	856,503,000	890,656,000	1,077,000,000
Teacher training	214,849,000	245,066,000	249,423,000
Office for Civil Rights	48,405,000	56,000,000	56,000,000
Drug-abuse education, prevention for college students	19,100,000	19,500,000	19,500,000
Fund for the Improvement of Postsecondary Education	14,639,000	14,639,000	15,000,000
Student Literacy Corps	5,367,000	0	5,367,000
Women's educational equity	1,995,000	500,000	2,000,000
School, College, and University Partnerships	3,904,000	0*	4,000,000

Department of Health and Human Services

	Fiscal 1991 Actual spending	Fiscal 1992 President's request	Fiscal 1992 Approved by House
SCIENTIFIC RESEARCH			
National Institutes of Health			
Cancer Institute	$1,713,759,000	$1,810,230,000	$1,830,509,000
Heart, Lung, and Blood Institute	1,126,942,000	1,209,924,000	1,202,398,000
Institute of Dental Research	148,918,000	160,939,000	161,235,000
Institute of Diabetes, Digestive, and Kidney Diseases	615,272,000	658,557,000	667,820,000
Institute of Neurological and Communicative Disorders and Stroke	541,743,000	583,355,000	583,355,000
Institute of Allergy and Infectious Diseases	907,276,000	976,711,000	972,830,000
Institute of General Medical Sciences	760,010,000	833,180,000	820,160,000
Institute of Child Health and Human Development	478,956,000	520,584,000	524,661,000
Eye Institute	253,241,000	272,260,000	272,260,000
Institute of Environmental Health Sciences	241,028,000	254,484,000	254,912,000
Institute on Aging	323,752,000	348,558,000	362,528,000

	Fiscal 1991 Actual spending	Fiscal 1992 President's request	Fiscal 1992 Approved by House
Institute of Arthritis, Musculoskeletal, and Skin Diseases	$193,247,000	$204,797,000	$204,977,000
Research Resources	335,255,000	320,975,000	309,200,000
Center for Nursing Research	39,722,000	43,747,000	43,143,000
Institute of Deafness and Other Communication Disorders	134,935,000	146,321,000	144,495,000
Center for Human-Genome Research	87,418,000	110,487,000	93,115,000
International Center	17,519,000	19,922,000	19,922,000
Library of Medicine	91,408,000	100,554,000	99,565,000
Total, N.I.H.	8,276,739,000	8,774,886,000	8,824,886,000
HEALTH RESEARCH AND TRAINING			
Alcohol, Drug Abuse, and Mental Health Administration			
Mental health research and research training	482,442,000	519,455,000	518,696,000
Centers for Disease Control			
Occupational safety and health research and training	96,980,000	96,980,000	96,980,000

* President Bush proposed that these programs receive no money, but he also proposed the creation of new programs to encompass their purposes.
‡ President Bush requested funds for programs that he proposed to merge with these programs.

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News Summary

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University presses face a future of financial uncertainty and cultural upheaval, and publishers are pondering what their role ought to be: Page A5.

From the fragments of a manuscript, a professor of history has pieced together an early biography of George Washington: Page A5.

Historians say revelations that Martin Luther King, Jr., plagiarized parts of his dissertation have altered their views of his character: Page A5.

A research psychologist has been penalized after an inquiry found he had used a federal grant to engage in sexual misconduct: Page A12.

Maryland's Secretary of Higher Education has turned the job into a showcase for her political agility: Page A17.

The recruitment of more and better schoolteachers has become a mother-and-apple-pie issue as Congress moves to reauthorize the Higher Education Act: Page A22.

Western New Mexico U. has fired a professor who said top administrators had changed the grades of athletes: Page A30.

South Africa's Afrikaans universities face growing pressure to show that they are prepared to adopt the principles of a "non-racial" society: Page A33.

Cheating on two examinations required for overseas study has increased markedly in China, say Chinese students and American officials: Page A33.

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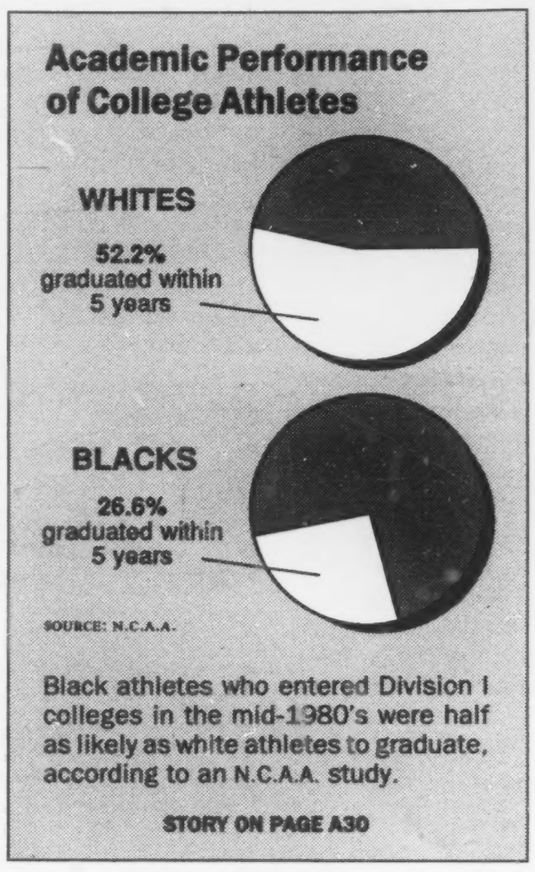


Black athletes who entered Division I colleges in the mid-1980's were half as likely as white athletes to graduate, according to an N.C.A.A. study.

STORY ON PAGE A30

Justice Dept. Challenges States' Practice of Giving More Money to Black Colleges

Sees 'perverse effect' on desegregation; Supreme Court to hear case

By SCOTT JASCHIK

WASHINGTON

The Justice Department has filed a brief with the Supreme Court challenging the practice of desegregating higher education by providing more money to historically black colleges.

A series of court orders over the last 20 years has required states that were found to have operated racially segregated higher-education systems to increase their financial support for black colleges. The increases were designed to insure that black students have educational opportunities and to attract white students to the historically black institutions.

But in a brief filed for a Mississippi desegregation case that the Supreme Court will hear in the fall, the Justice Department said the practice could have the "perverse effect" of encouraging continued segregation.

Supporters of black colleges are angry and alarmed about the Justice Department's brief, and its general handling of the Mississippi case. President Bush's Board of Advisers on Historically Black Colleges and Universities, which consists of college presidents and business leaders, sent the President a letter last week expressing "grave and urgent concern" over the way the Justice Department was preparing its case.

The letter urged the President to make sure that the Justice Department recognizes "the historic and continuing role and services of the historically black colleges and universities."

A spokeswoman for the Justice Department said Administration officials would not comment on the controversy or the Mississippi case. "We're going to let our brief speak for itself," she said.

Legal proceedings in the Mississippi case began in 1975 when a group of black residents sued Mississippi in federal court,

Continued on Page A22

Medical Researchers Pressed to Use Female and Minority Subjects

By CHRISTOPHER MYERS

University medical centers are wrestling with demands from Congress and activist groups that more women and members of minority groups be included in federally sponsored clinical trials.

Some critics say researchers have been slow to incorporate women and minority-group members into their drug trials—and have begun to do so now only after being threatened with the loss of federal funds.

However, many researchers and some federal officials say they have been giving concerted attention to the problem but must deal with a bundle of social and medical problems that complicate their efforts.

A Barrage of Legislation

Concerns about equity in research have received a great deal of attention in the last several years, and federal lawmakers have responded with a barrage of legislation to prod the National Institutes of Health to include more women and minority-group members in clinical research.

The issues are particularly apparent in the effort to treat AIDS. The disease, which originally was confined primarily to gay

Continued on Page A20

Civil-rights activists in academe are concerned over the choice of Clarence Thomas for the Supreme Court: Page A17.

At Rochester Institute, a Spectrum of Opinions on Links With the CIA

By DENISE K. MAGNER

For weeks now, details about the Rochester Institute of Technology's ties with the Central Intelligence Agency have spilled out in a stranger-than-fiction saga.

Reports have circulated about secret memos and stolen documents that suggest the C.I.A. has had undue influence over academic programs at Rochester. The allegations have spawned countercharges about "tabloid journalism" and leftists' imposing an anti-C.I.A. bias on the campus.

What began as a flap over the president's decision to take a sabbatical at the agency has evolved into a larger dispute over the C.I.A.'s role in curricular discussions and its financing of projects at R.I.T.

An 11-member committee at the insti-

Continued on Page A11

Colleges Discover the Human Toll as They Struggle to Cut Work Forces

By KAREN GRASSMUCK

Constance D. Weems was astonished when the provost of Middlebury College strode into her small office early one morning in May and told her she was being laid off.

"I hadn't had a glimmer," says Ms. Weems, who had been the secretary of the college's French School and School-in-France program for 11 years. Her astonishment quickly turned to anger, however, when the provost, John McCardell, insisted that she leave her office with him immediately—without telling any of her co-workers where she was going.

Ms. Weems was taken that morning to a job-seeking workshop run by a company hired by Middlebury, which had idled 16 other employees the same day—most of them secretaries. The workshop leaders told the workers that if they refused to cooperate, they would lose their severance pay and benefits. The counselors also barred the workers from returning to their offices to retrieve belongings, several of those present say.

The sudden dismissal was "paralyzing" and "demeaning" Ms. Weems says, adding: "It's not small-town Vermont, that kind of treatment."

Many others at the college agreed. Later that month, more than 400 students and faculty and staff members staged a noontime protest to "mourn" those who had been fired. Faculty members and co-workers started petition drives demanding better benefits packages for the dismissed employees and an apology from college administrators.

Says Michael Olinick, a mathematics professor who led one of the petition drives: "People who worked here had trusted Middlebury, which had always portrayed itself as a family. With these events, it became clear that that kind of metaphor about the place was dead."

Rising Costs, Dwindling Resources

Middlebury's story is a dark tale from the front as colleges and universities—some for the first time in their history—struggle to find the proper way to reduce their work forces in an era of fiscal desperation. Rising costs and dwindling resources have spurred dozens of colleges to lay off scores of workers, many of them long-time employees.

Large and small, public and private, many institutions are finding themselves

Continued on Page A25

MARGINALIA

The announcement of a job opening at the University of Idaho informs us: "Salary comperserate with experience."

■

Bowling Green State University's Firelands College is offering a summer course called, according to the class schedule, "Writing Dynamics, English Usuage, Spelling."

■

News item in *The Rocky Mountain Collegian*, the student paper at Colorado State University:

"President Bush, Governor Roy Romer, local educators and concerned citizens came together at Colorado State Monday night to reinvigorate education. . . .

"This marked the beginning of improvements in Colorado public schools. The improvement is anticipated to stimulate the economy, disseminate the drug culture and improve the general well-being of all the citizens of Colorado."

And give everybody a Rocky Mountain high?

■

Note in the Coast Community College *Employee Benefit Plan Handbook:*

"Short Term Disability provides coverage after you have been disabled by a physician for a minimum of 14 days. . . ."

We hate to think about it.

■

From Illinois State University's *Daily Vidette:*

"Written and directed by theater professor John Kirk and held in Allen Theatre, 'The Third Richard' is Kirk's explanation of the events behind Richard's brief reign and usurpation.

"Kirk and many scholars believe Richard was not the deformed and evil monster history books have painted him as, but rather the victim of his successor's attempt to re-write history to secure his own claim to England's thrown."

No problem with that claim: He once was an exile, himself.

■

From the *International Herald Tribune:*

"Earlier this month 92 De Paul University students received a lesson in corporate etiquette when the school gave an etiquette dinner at the Drake Hotel in Chicago to help students prepare for business meals.

" 'We chose the menu with difficulty in mind, to give students experience in situations they may not have considered,' said Jane A. McGrath, De Paul's director of career planning and placement. (Like how to dispose of fish bones, the dinner's main course.)"

Just chew 'em with your mouth closed.

—C.G.

In Brief

LEHMAN COLLEGE

Teacher honored for work with minority students

NEW YORK—Phyllis H. Opochinsky's work with Walton High School's Pre-Teaching Academy has earned her a crystal apple from a parent and a $10,000 prize from the philanthropist Saul P. Steinberg. He gave awards for excellence in education to 12 people, including Ms. Opochinsky (*above*), who are involved with New York City schools. Ms. Opochinsky, a social-studies teacher, is the academy's coordinator.

The academy was started in 1984 in cooperation with the City University of New York's Lehman College to encourage minority high-school students to consider teaching careers. This year the program matched 120 teachers with 65 students. The students take an extra course in school and other courses at Lehman. They help plan lessons and ultimately conduct classes at Walton. ■

Dean at Boston U. faces allegations of plagiarism

BOSTON—A dean at Boston University is facing allegations of plagiarism after he reportedly gave a commencement speech in which he used large portions of an article without attributing the ideas to the author.

The dean, H. Joachim Maitre of the university's college of communication, was traveling in Malaysia last week and was unavailable for comment.

In his speech, which was videotaped, Mr. Maitre is said to have used ideas and sentences contained in an article written by Michael Medved, a film critic for the Public Broadcasting Service. Mr. Medved's article, "Popular Culture and the War Against Standards," appeared in *Imprimis*, a journal put out by Hillsdale College.

John Silber, president of the university, said in a statement: "Charges of plagiarism are among the most serious that can be brought in academic life." He said it would be inappropriate to "prejudge" the situation until Mr. Maitre is given a chance to respond to the allegations. ■

Quake rattles campuses in Los Angeles area

LOS ANGELES — Two colleges were closed and six campuses sustained minor damage after an earthquake with a magnitude of 5.8 jolted a wide area northeast of Los Angeles last month.

Authorities said one person was killed, more than 100 were injured, and several apartments, homes, and other buildings were damaged. The epicenter of the earthquake was in the foothills of the San Gabriel Mountains, near Pasadena.

Pasadena City College and the Art Center College of Design in Pasadena closed down and canceled classes for a day after the campuses suffered outages of electrical power.

At the six other colleges in the area, ceiling tiles dropped to the floor, walls cracked, and books fell from library stacks, but no one was injured. ■

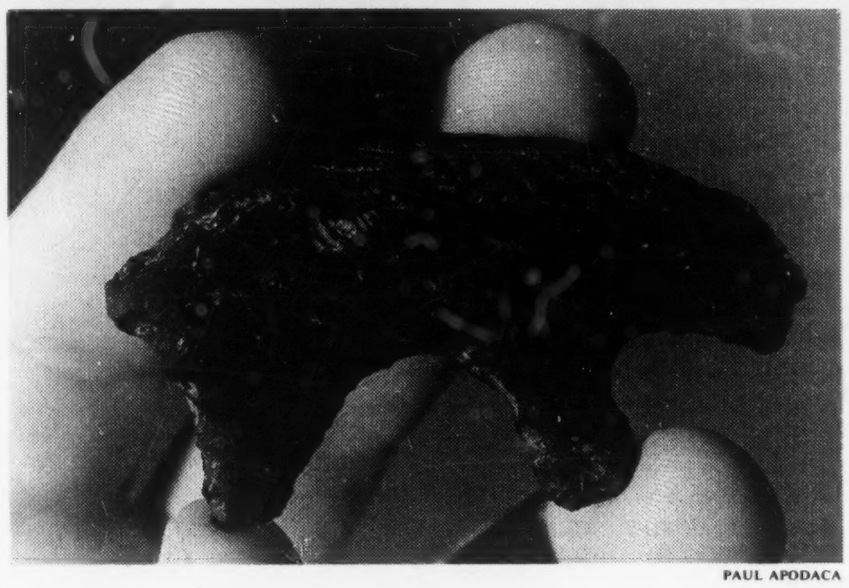
Parents win settlement for son's death in hazing

AUSTIN, TEX. — Two former students at the University of Texas at Austin have agreed to pay $224,000 to the parents of a student who died in a 1986 fraternity hazing incident.

Mark Seeberger, an 18-year-old Phi Kappa Psi pledge, was found dead in his dormitory room the morning after he was handcuffed and driven around Austin in a van while being pressured to consume alcohol. An autopsy revealed that he had drunk about 18 ounces of rum.

Mr. Seeberger's parents, Joan and Jeff Seeberger, sued Phi Kappa Psi, its local chapter, and several fraternity members. Most of the cases, including the case against the fraternity, are pending.

Shawn Brady, who the Seebergers claimed was in the van with their son, will pay them $150,000. Matthew Chandler, whom the lawsuit accused of helping plan the ride, will pay the family $74,000. ■



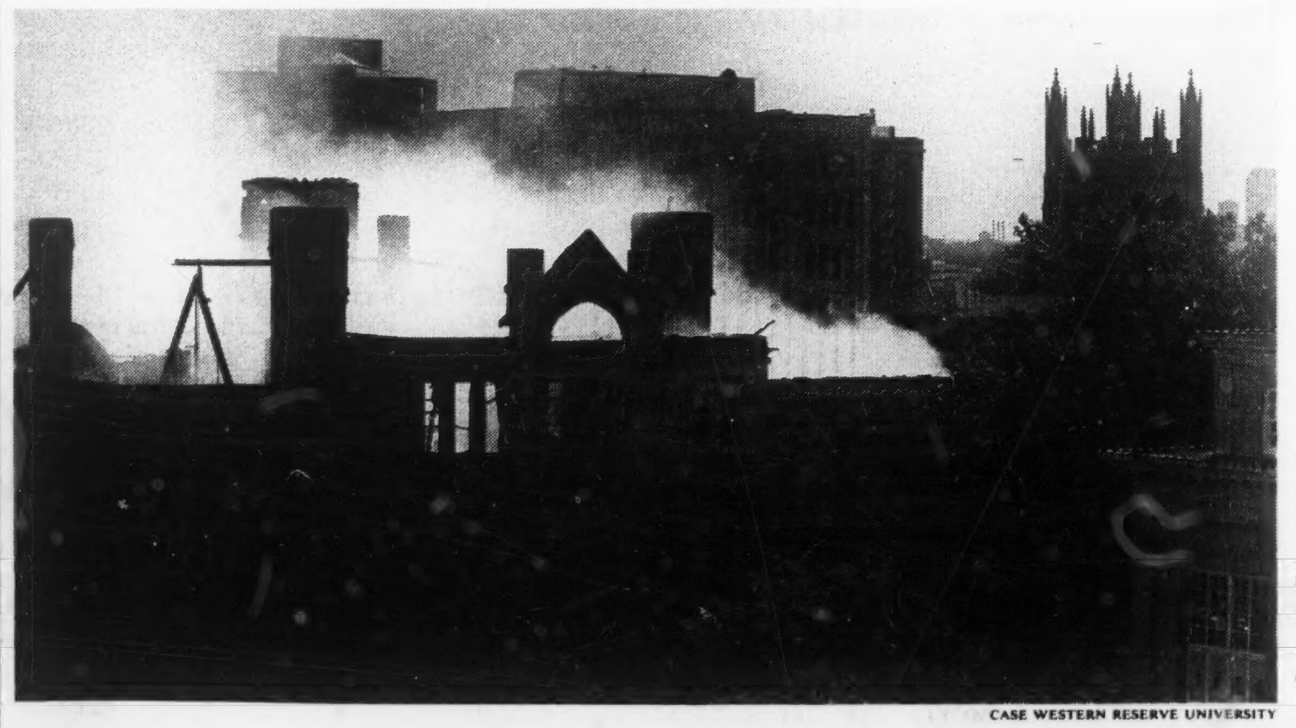
PAUL APODACA

Figure found by students named a state artifact

SACRAMENTO, CAL.—A stone sculpture of a bear, believed to be about 7,500 years old and discovered in 1985 by community-college students in an archaeological dig, has been designated by the Governor as the state's prehistoric artifact. The Chipped Stone Bear, which is two-and-a-half inches long, was given that distinction in a bill signed by Gov. Pete Wilson.

California is the first state to designate such a prehistoric symbol, the Governor's office said.

The sculpture was found in Carlsbad in northern San Diego County by students at Cypress College. ■



CASE WESTERN RESERVE UNIVERSITY

Fire guts Case Western's administration building

CLEVELAND—A fire at Case Western Reserve University destroyed the institution's century-old administration building, causing $15-million in damage and ruining the offices of the president and other top officials. No one was injured in the blaze (*above*).

The fire in Adelbert Hall caused the roof to collapse and gutted the upper floors of the five-story building. Records and computer equipment were destroyed.

Investigators for the Cleveland Fire Department say they are unsure what ignited the fire, but they suspect it was started by faulty electrical wiring. The fire appears to have started in the attic. The administrative offices—which include those for development, public relations, and security—have been temporarily moved to other buildings on the campus.

University officials said it would cost between $10- and $15-million to rebuild the structure, which was insured. ■

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Athletics

Sidelines

Jenny Hanley hopes to become the first woman to play men's ice hockey in college.

Ms. Hanley, who played goaltender for a top boys' prep-school team in Minnesota, has been recruited to play on the men's team at Hamline University next year.

She passed up scholarships to play women's hockey at several Northeastern universities, opting instead for the chance to play at Hamline, which competes at the N.C.A.A.'s Division III level and offers no scholarships.

"I am really excited about it," Ms. Hanley told the *Saint Paul Pioneer Press*. "I have played against boys my whole life, so that really isn't a factor. I have accomplished success at all the other levels.

"I don't feel I am striving for something that is out of reach."

Tim Cornwell, Hamline's coach, agrees.

"I wouldn't have recruited Jenny if I didn't think she could stop the puck," he said. "I explained to her from the first visit that I was recruiting her as a goaltender, not a female goaltender."

■

Another female trail blazer in men's sports is calling it quits, charging her teammates and her college with discrimination.

Julie Croteau, who in 1988 became one of the first women to play college baseball, said last month she had quit the team at Saint Mary's College of Maryland because she was mistreated.

She cited several incidents in which players made her feel uncomfortable because she's a woman.

During a bus trip, her teammates read aloud from *Penthouse* magazine a "degrading article about women's body parts," Ms. Croteau told *USA Today*. "I don't think they were directing it at me, but I was the only one on the bus with those parts." She also said her teammates often made obscene references to female genitalia.

■

A former Oklahoma State University football player has given the Cowboy athletics department $125,000 and made it the beneficiary of a $750,000 life-insurance policy.

Thurman Thomas, who played at Oklahoma State in the late 1980's and now is with the National Football League's Buffalo Bills, said he had made the gifts to recognize the role the university had played in his development.

"This is a great opportunity for me to give back to the university," he said.

Mr. Thomas made a gift of $125,000 to endow a scholarship fund and purchased a life-insurance policy that makes the sports program the beneficiary.

Oklahoma State's football coach, Pat Jones, took out another $125,000 policy in Mr. Thomas's name. It, too, will benefit the athletics department.

Black Athletes Who Entered Colleges in Mid-80's Had Much Weaker Records Than Whites, Study Finds

NCAA report on Division I institutions seems unlikely to end debate about academic-standards rule

By DOUGLAS LEDERMAN

Black athletes who entered Division I colleges in the mid-1980's came in with much weaker academic credentials than white athletes, and they were half as likely as the whites to graduate, according to a long-awaited study by the National Collegiate Athletic Association.

The study focused on 3,288 athletes who entered college in 1984 and 1985, the years just before the enactment of Proposition 48, the N.C.A.A.'s controversial academic standards for freshmen. The study found that black athletes were almost five times as likely as white athletes to fall short of the minimum standardized-test-score requirement set by Proposition 48.

Once in college, the study found, black athletes were half as likely as their white counterparts to earn degrees in five years (26.6 per cent for blacks, 52.2 per cent for whites) and twice as likely to leave college in bad academic standing (42.5 per cent to 19.6 per cent). The performance of black athletes was roughly comparable to that of other black college students, which was the focus of a study released in February 1990 by the National Association of Independent Colleges and Universities.

Answers to Vexing Questions

The N.C.A.A.'s study of the entering classes of 1984 through 1988 (three more years of data are still to come) was designed to answer some of the most vexing questions about Proposition 48, which since its passage in 1983 has been viewed either as the most important N.C.A.A. rule ever adopted or as a discriminatory method of diminishing educational opportunities for blacks. The rule actually took effect in the 1986 academic year.

In commissioning the study after Proposition 48's passage, N.C.A.A. officials hoped to develop data that would gauge the rule's effects and guide future efforts to set academic standards for freshmen.

But while it provides information that could be useful to researchers and policy makers, the study seems unlikely to resolve the contentious debate about the rule, since people on both sides of the issue can find information in it that supports their points of view.

The N.C.A.A.'s presidents' commission, for instance, leaned heavily upon the study in proposing last month that the association raise its minimum grade-point average and high-school core-curriculum standards for freshmen, but keep the standardized-test score requirement where it is now. The presidents concluded that athletes were far more likely to be made ineligible because of low test scores than because of low high-school grades, and sought to make both standards equally demanding.

Critics of Proposition 48, meanwhile, cited evidence from the new study that shows there is no statistical or educational rationale for using the standardized-test score as an absolute cutoff for eligibility.

"All I want them to do is what's educationally sound, not what's politically expedient," said Frank Rienzo, athletics director at Georgetown University. "If indeed the data show that the cutoff score is inappropriately placed, then why don't the presidents have enough courage to say so?"

Impassioned Rhetoric

The history of Proposition 48 has been full of such emotional and impassioned rhetoric. Ever since the association adopted the rule, in an attempt to establish some rigid national standards and to spur high-school athletes to focus on school as well

NCAA Study of Entering Division I Athletes, 1984-85

Academic Standing

	All	White	Black
Graduated within five years	45.7%	52.2%	26.6%
Left in good standing	29.0%	28.2%	30.9%
Left in bad standing	25.3%	19.6%	42.5%
Remained in college after five years	4.4%	4.0%	5.4%

Graduation Rates

	Number	Number graduated	Percentage graduated
All athletes	3,288	1,504	45.7%
White	2,453	1,282	52.3%
Men	1,646	819	49.8
Women	807	463	57.4
Black	835	222	26.6%
Men	686	170	24.8
Women	149	52	34.9

Western New Mexico U. Fires Professor Who Said Administrators Had Changed Athletes' Grades

Western New Mexico University has fired a professor who had charged top administrators with changing the grades of athletes.

After making his allegations last July, David Powell, a professor of humanities, was suspended with pay, charged with and convicted of libel, arrested and jailed for entering the president's office, and, finally, dismissed last month after a vote by three of the university's five regents.

The regents stated no reasons for their action. But Western New Mexico's president, Jerry L. Gallentine, said in a letter recommending Mr. Powell's discharge that the former chairman of the university's humanities department was guilty of "gross insubordination," and that the damage done to the university by his comments outweighed his right to free speech and "constitute an adequate charge for dismissal."

However, Mr. Powell charged in a federal civil-rights lawsuit last month that Mr. Gallentine, the regents, and the university had violated his rights to free speech and due process.

The professor's defenders said Mr. Powell's firing touched on issues as diverse as athletics abuses and academic freedom. Mr. Powell, they say, is not the only victim: The few supporters willing to speak up for him say they have been forced out of their jobs or otherwise treated badly by Western officials.

Most of Subjects Also Have Departed

Ironically, most of the subjects of Mr. Powell's attacks also have departed. Mary Cowan, the acting vice-president of academic affairs whom Mr. Powell accused of changing the grades, was not given the permanent job and returned to the physical-education faculty. And the football coach, Robert O'Mera, whom Mr. Powell accused of running a corrupt program, resigned last winter to pursue other

Continued on Page A32

as sports, debate has raged about whether the measures it used were fair. Before Proposition 48, athletes needed only a 2.0 high-school average to be eligible to compete in their first year.

Proposition 48 requires athletes to attain a 2.0 grade-point average in 11 high-school core courses and a 700 on the Scholastic Aptitude Test (or 18 on the American College Testing Program's exam) to be eligible to compete as freshmen. When the rule first took effect in 1986, athletes who met some of the standards but not others—known as "partial qualifiers"—were allowed to receive sports scholarships but not to play or practice.

Protests Bring Changes

In 1989 the association restricted partial qualifiers from receiving any institutional financial aid. A year later, after vehement protests by some black coaches, the rule was amended to allow such athletes to receive need-based financial assistance, but no athletic aid.

Most of the furor has centered on the association's use of standardized-test scores as an absolute cutoff for eligibility. From the outset, advocates of black athletes have argued that the tests are culturally biased, while testing-company officials have insisted that their tests were never intended to serve as an absolute cutoff. Critics of Proposition 48 have predicted that blacks would be forced out of college sports because they would fail to score well on a biased test.

Even many of the rule's supporters acknowledge that the decision to set the cutoff point at 700 was not based on much empirical knowledge, if any.

The N.C.A.A.'s new study, say those who crafted it, offers no evidence that the

"If indeed the data show that the cutoff score is inappropriately placed, then why don't the presidents have enough courage to say so?"

use of standardized-test scores discriminates against blacks, even though 62.5 per cent of the black players and just 11.2 of the white players in the survey would have fallen short of the S.A.T. or A.C.T. standards had they been in effect when the athletes entered college.

"It is true that Proposition 48, had it been imposed on the 1984 and 1985 classes, would have screened out more blacks than whites," said Jerry Kingston, faculty athletics representative at Arizona State University and a member of the N.C.A.A.'s academic-requirements committee, which has analyzed the data to help propose new policies. "But whether such a policy is fair depends on whether the test scores accurately predict performance once in college, and the study shows that they do."

The gap between the graduation rates of blacks and whites, said Mr. Kingston, a professor of economics, can be accounted for primarily by the vast differences in their academic preparation before college.

Other data from the N.C.A.A. study show

Continued on Following Page

Status of Sports Investigations on College Campuses

A symbol (■) indicates that an item has been added or changed since this list was last published in The Chronicle (May 15, 1991).

Auburn U. The university announced (4/30/91) that it had received an official letter of inquiry from the N.C.A.A., in which the association listed possible rules violations in Auburn's men's basketball and men's tennis programs.

■ **Austin Peay State U.** President Oscar Page said (4/22/91) that the N.C.A.A. was investigating possible violations in the recruitment of Bashir Ahmad, a basketball player who never enrolled at the university. The university admitted (6/27/91) that an assistant men's basketball coach had violated three N.C.A.A. rules and said it would reduce its basketball scholarships for next year to 14 from 15.

Clemson U. *The Atlanta Journal-Constitution* reported (10/24/90) that the N.C.A.A. was investigating possible recruiting violations in the men's basketball program. The newspaper said investigators were reviewing charges that a recruit's high-school transcript had been altered and that someone had taken the Scholastic Aptitude Test in his place.

■ **Howard U.** University officials said (7/27/89) an internal inquiry had shown a pattern of eligibility and financial-aid violations in the football program, dating to 1983. They said they would cooperate fully with future investigations by the Mid-Eastern Athletic Conference or the N.C.A.A. The university forfeited (9/25/89) its 1987 Mid-Eastern conference football championship, which it had won while the ineligible players were competing. *The Washington Post* reported (5/12/91) that the N.C.A.A. had begun an investigation into the possible eligibility problems.

■ **Idaho State U.** The university said (5/16/91) it had told the Big Sky Conference and the N.C.A.A. that it had given inappropriate scholarship aid to three football players.

■ **Louisiana State U.** The university said (6/28/91) its women's basketball program was being investigated by the N.C.A.A. for possible rules violations involving two junior-college transfers.

Michigan State U. The university said (5/2/91) N.C.A.A. investigators would review charges that Spartan athletes had used steroids and received free airplane trips and other improper benefits.

■ **Middle Tennessee State U.** *The Tennessean* reported (4/26/91) that the N.C.A.A. was reviewing possible rules violations in the university's men's basketball program.

■ **North Carolina Central U.** *The News and Observer* of Raleigh reported (4/23/91) that some North Carolina Central athletes had not received scholarship payments promised to them by the university, and that as a result some of the athletes had been barred from classes and the cafeteria for failing to pay their bills. University officials said (5/8/91) that they would investigate the financial-aid problems and meet the athletes' needs. Six athletes sued the university (5/15/91), saying the college lured them with deceptive promises of a free education.

■ **Oklahoma State U.** *The Daily Oklahoman* reported (12/5/90) that the N.C.A.A. had notified Oklahoma State officials that it had begun a preliminary investigation into one of the university's sports programs. The Cowboy football program is already on N.C.A.A. probation, and if major violations are found in another Oklahoma State sports program, that program could be banned for up to two years under the association's "death penalty." Oklahoma State suspended its wrestling coach, Joe Seay, (5/17/91), pending the results of investigations into possible wrongdoing.

■ **Stanford U.** An internal investigation found that track-and-field coaches at Stanford had inadvertently violated N.C.A.A. rules on at least seven occasions (4/91).

Syracuse U. The university said (12/5/90) it expected the N.C.A.A. to look into the sudden resignation of its soccer coach, who said he "helped a kid stay in school, which was morally the right thing to do but technically was incorrect." *The Post-Standard* of Syracuse reported (12/20-21/90) that a seven-month investigation had shown that the university's men's basketball program had broken dozens of rules in recent years. Syracuse's coach, Jim Boeheim, denied the charges, but the university said it had sent the N.C.A.A. a copy of the newspaper stories. A few weeks into an internal investigation by lawyers and a five-person faculty committee, the university (2/8/91) declared seven basketball players ineligible for undisclosed rules infractions, but the N.C.A.A. reinstated them later that day, finding that the athletes had not purposely violated the rules.

■ **Tennessee State U.** University officials acknowledged (4/25/91) that the N.C.A.A. was planning to investigate possible rules violations in the football program, including charges of possible "illegal inducements" to recruits.

■ **Texas A&M U.** University officials said (12/21/90) they had alerted the N.C.A.A. that rules might have been broken in the Aggie men's basketball program. *The Post-Standard* of Syracuse reported (12/20/90) charges that a New York City "street agent" had arranged the transfer of a Syracuse University player to Texas A&M, and that the street agent had worked at a basketball summer camp run by Texas A&M's head coach. The basketball coach, Kermit Davis, resigned (3/15/91). The *Austin American-Statesman* reported (6/9/91) that the university's former basketball coach, Shelby Metcalf, had controlled a cash fund that improperly funneled thousands of dollars to players during the 1980's. University officials said (6/19/91) they would accept the finding of N.C.A.A. investigators that 10 rules were violated in the basketball program.

U. of California at Los Angeles *The Los Angeles Times* reported (3/17/91) that the university might have violated N.C.A.A. rules when it recruited Don MacLean, its junior basketball star, in 1988. Similar allegations had been made in the past in newspaper reports and in *Raw Recruits*, a 1989 book about college basketball recruiting. Past investigations of those charges by the N.C.A.A. and the Pacific-10 Conference failed to prove them, but *The Times* offered new evidence, including an account by Mr. MacLean's high-school coach. U.C.L.A.'s athletics director, Peter Dalis, said (4/13/91) investigators from the Pacific-10 and the N.C.A.A. had been interviewing on campus.

U. of Georgia *The Atlanta Journal-Constitution* reported (5/5/91) that two former Georgia football players had received money from an agent while they were attending the university in 1988, which would violate N.C.A.A. rules.

■ **U. of Miami** University officials said (6/19/91) they would investigate allegations that athletes and other students may have received some federal student aid by fraudulent means. A former academic counselor in Miami's sports program admitted (6/23/91) that he had falsified Pell Grant applications for athletes and charged the athletes $85 each to feed his cocaine habit.

■ **U. of Nebraska** A university official said (6/13/91) that an internal investigation has revealed possible violations of N.C.A.A. rules in the men's basketball program.

■ **U. of Nevada at Las Vegas** The university's athletics director said (7/20/89) N.C.A.A. investigators had visited the campus to look into possible violations in the recruitment in 1985 and 1986 of Lloyd Daniels, a high-school basketball star who never played for the university. The Nevada Board of Regents voted (10/25/90) to ask the state Attorney General to begin investigating charges of impropriety in the awarding of complimentary tickets in the 1989-90 academic year. The N.C.A.A. charged (12/18/90) U.N.L.V. with 29 rules violations, many of them major. *The Los Angeles Times* reported (3/6/91) that N.C.A.A. investigators were also reviewing possible violations in the university's recruitment of Ed O'Bannon, a freshman basketball player who is now at the University of California at Los Angeles. The same newspaper reported (4/23/91) that the university might have used an improper outside representative to help it recruit Melvin Love, a junior-college athlete who transferred to U.N.L.V. this year. University officials announced (4/26/91) that they would investigate the newspaper's latest charge. The *Las Vegas Review-Journal* published photographs (5/26/91) showing former U.N.L.V. players with a man convicted of fixing sporting events. Jerry Tarkanian, the men's basketball coach, announced (6/7/91) he would resign after the 1991-92 season. U.N.L.V. officials admitted (7/2/91) that they had received a new set of charges from the N.C.A.A. stemming from the recruitment of Mr. O'Bannon. Mr. Tarkanian called the latest allegations "unbelievably minor."

U. of Pittsburgh University officials said (11/2/90) they were investigating possible "irregularities" in the handling of money by the athletics department's booster club, the Golden Panthers. The district attorney in Pittsburgh said (11/21/90) he had evidence of possible fraud in the handling of contributions to the booster club. *The Pittsburgh Press* reported (2/10/91) that a former assistant football coach had given cash and other gifts to former and current Pittsburgh players. The university said (2/11/91) that it had reopened an earlier investigation into the football program because of the latest charges. The athletics director, Ed Bozik, announced (2/26/91) that he would retire July 1.

■ **U. of Tennessee** The university's interim president, Joseph E. Johnson, said (4/17/91) the N.C.A.A. was investigating possible violations in its football program. An assistant coach is charged with breaking recruiting rules and lying to the association's investigators. Tennessee fired the assistant coach, Jack Sells (6/7/91), saying he had violated N.C.A.A. rules. The university also canceled its summer football camp, which the N.C.A.A. claims was used exclusively for potential recruits instead of being open to all interested athletes.

■ **U. of Texas at Austin** University officials said (6/6/91) that they would investigate charges that men's basketball players made $12,000 worth of long-distance telephone calls for which they did not pay, a violation of N.C.A.A. rules.

■ **U. of Texas at El Paso** N.C.A.A. investigators said (1/9/90) they were looking into charges that boosters were giving cars to the university's basketball players. *The Los Angeles Times* reported (6/23/90) that the N.C.A.A. was exploring a former high-school player's charge that he had been given free housing, food, and transportation during his recruitment by Texas–El Paso, and had been enrolled in a federally financed program intended for migrant farm workers and their families. *The El Paso Times* reported (7/11/90) that another former U.T.E.P. player had claimed he had been given airline tickets and a job by a booster during his playing days. The university announced (2/12/91) that the N.C.A.A. investigators had accused it of 13 rules violations in men's basketball, including lack of institutional control. Texas–El Paso was given 60 days to respond to the charges. The university said (6/30/91) it had fired two assistant basketball coaches after completing its internal investigation into the N.C.A.A.'s charges.

■ **U. of Virginia** The university said (5/21/90) that it would investigate about two dozen loans made to athletes in the 1980's by the sports program's chief booster group. A three-member committee will review whether the loans by the Virginia Student Aid Foundation violated N.C.A.A. rules governing improper financial aid. Many of the loans were made while Richard D. Schultz, the N.C.A.A.'s executive director, ran Virginia's sports program. Mr. Schultz said he knew nothing about the loans.

Vanderbilt U. The women's basketball coach, Phil Lee, resigned (3/9/91) after he reportedly failed to provide complete information to N.C.A.A. investigators. News reports said that the association was investigating charges that Mr. Lee had violated some minor recruiting rules, and that the coach had withheld some information from N.C.A.A. investigators during their inquiry into the violations.

Winston-Salem State U. The president of the University of North Carolina system said (4/26/91) that the State Auditor and the N.C.A.A. were investigating charges that the chancellor of Winston-Salem State had been involved in providing improper financial aid to athletes.

INVESTIGATIONS RESOLVED

■ **San Diego State U.** The N.C.A.A. found the university guilty of a major violation in women's basketball, but said it would take no action because the institution turned itself in and cooperated with the investigation.

University Fires Professor Who Said Athletes' Grades Had Been Altered

Continued From Page A30
job opportunities, the university said.

In an interview last week, Mr. Gallentine defended his administration's handling of Mr. Powell's charges and said he hoped the university could put the affair behind it.

"I believe it's to everybody's advantage to move forward, to get on with the growth and development of the institution," said Mr. Gallentine. "That's what we plan to do."

Sparsely Populated Region

Like many small regional universities, Western New Mexico began as a teachers' college in 1893. Since becoming a university in 1963, it has struggled to find its niche.

That has been especially difficult because it is located in a sparsely populated region near New Mexico's Gila National Forest—in a mining town, Silver City, that has seen many of its mines closed down in the last decade. Several times in the last 15 years, the state threatened to close it, and many people at the university still feel its future is uncertain.

"There is a lot of insularity, and probably a certain fear about the future," said Dewayne Matthews, former executive director of the New Mexico Commission on Higher Education who is now a graduate research assistant at Arizona State University's Center for Postsecondary Governance and Finance. "There's no place you can go that's more isolated."

The university has been torn in recent years by infighting on its Board of Regents and among some members of its Hispanic and white constituencies. It had seven presidents, including interim chiefs, in the 1980's, and a presidential search in 1989 was called off after the person who was then chairman of the regents was accused of fixing it. A new search resulted in the selection of Mr. Gallentine.

"He is nuts, but in a wonderfully crazy way. He does some things that are totally off the wall, and some things that are counterproductive."

It was into an atmosphere of confusion and mistrust that the Powell case exploded.

Mr. Powell, a poet and writer, is known even among his friends as something of a "loose cannon" who frequently entwines himself in causes and controversies.

"He is nuts, but in a wonderfully crazy way," said Oscar Giner, a assistant professor of drama who resigned from Western this spring. "He does some things that are totally off the wall, and some things that are counterproductive.

"But I've never seen David complain about a general situation that did not need complaining about. I've never seen him throw a tantrum about nothing."

'Academic Treason' Charged

Last June Mr. Powell took over the teaching reins of a summer course from an instructor who Mr. Powell said had been intimidated by members of the football team. He said he had received permission from university officials to take over the course with a week left.

At the course's end, Mr. Powell, using the instructor's grade book, gave five of the football players grades of incomplete. But several weeks later, Mr. Powell found that the athletes had been given A's and B's for the course. The higher grades allowed the athletes to be eligible to play football last fall.

Ms. Cowan, a physical-education professor who had become the university's acting vice-president during the summer, said she had received a set of grades from the teaching assistant whom Mr. Powell had replaced. She said she had used those grades because Mr. Powell had never been named the "instructor of record."

In letters to colleagues and the media, Mr. Powell accused Ms. Cowan of "academic treason," among other things, for her actions. He also criticized Western's football program for a number of abuses, and said several players had been arrested for their participation in a variety of criminal incidents.

"There is a lot of insularity, and probably a certain fear about the future. There's not a place you can go that's more isolated."

Mr. Gallentine promised to investigate the charges and asked Mr. Powell to turn over his gradebook. Mr. Powell, fearing that the grades might be altered, instead sent copies of the pages that were relevant to the summer course.

That failed to satisfy Mr. Gallentine, who, citing Mr. Powell's refusal to turn in the original book, in September ordered Mr. Powell's office sealed, suspended him, and sent campus police to a classroom where he was teaching, with orders to remove him from the campus.

Mr. Gallentine said his investigation, conducted by an administrative assistant in the president's office, had not confirmed Mr. Powell's charges. But several students in the class who support Mr. Powell's view of the events said the investigator had never interviewed them.

Civil and Criminal Suits

Meanwhile, Ms. Cowan filed civil and criminal libel suits against Mr. Powell, claiming that he had demeaned her by going public with charges that she had been involved in changing the grades.

A jury found the professor guilty of criminal libel—the first such conviction in New Mexico in over 50 years, based on a little-used libel statute. He was fined $250.

Soon after the trial, Mr. Powell called Mr. Gallentine's office to say he would be delivering some papers to the president. When he arrived at the office, campus police handcuffed him and had him jailed as a trespasser.

In protest, Mr. Powell refused to post bail, and within a few days the trespassing charge was dropped.

Last month the regents held a hearing to consider Mr. Gallentine's recommendation to dismiss Mr. Powell. The professor's lawyer protested over a procedural point and left the room before the hearing began. A few weeks later, the three regents who had attended the meeting voted to dismiss Mr. Powell. —DOUGLAS LEDERMAN

Coming August 7

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The Chronicle of Higher Education
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NCAA Study Compares Records of Black, White Athletes

Continued From Preceding Page
that the dire predictions about blacks disappearing from college sports have not come true, although their numbers have dropped. The study reveals that 24.4 per cent of the athletes in the 1984 sample were black, compared with 23.7 per cent in 1985, 19.1 per cent in 1986, 20.8 per cent in 1987, and 22.6 per cent in 1988.

Some sports officials said the study offered several reasons to be worried about the colleges' treatment of black athletes. Richard Lapchick, director of Northeastern University's Center for the Study of Sport in Society, said he was troubled by the fact that 42.5 per cent of the black athletes left college in bad standing, and that 28.2 per cent of the blacks left college in their fourth or fifth year, compared with 10.7 per cent of whites.

"It suggests that a disproportionate number of black athletes were kept on a non-graduating track, so by the time their eligibility expired, they seemed so far from graduating that they may have chosen to drop out because of a lack of hope," Mr. Lapchick said.

'Best Indicators We Have'

The study also shows that while they are not terribly strong predictors of an athlete's college performance, high-school grade-point averages and standardized-test scores are "the best indicators we have," said Jack McArdle, director of the Jefferson Psychometric Laboratory at the University of Virginia and chairman of the N.C.A.A.'s data-analysis group.

GEORGETOWN UNIVERSITY

Frank Rienzo, Georgetown U.'s athletics director: "All I want them to do is what's educationally sound, not politically expedient."

However, Mr. McArdle and many of the other researchers familiar with the N.C.A.A. study said it led them to favor doing away with the hard-and-fast cutoff using the standardized tests. They proposed an indexing system that would allow athletes to make up for poor test scores with high grade-point averages, and vice versa.

"Whatever direction you take, you are going to be valuing some things over others, and there will be losses," said Mr. McArdle. "The higher the standard, the more 'false negatives' you create—people you throw out who would graduate. In the study there were many good people below 700 who did well and went on to graduate."

Arizona State's Mr. Kingston admitted that the study revealed "no statistical basis that requires or strongly supports the establishment of a particular cut score."

Message About Standards

But he also said he recognized that decision making was based on things other than the findings, including "messages that need to be sent" to athletes and to the public.

In recommending last month that the N.C.A.A. keep the 700 and 18 floors, while proposing an increase to 2.5 from 2.0 in the required grade-point average in 13 high-school core courses, members of the presidents' commission said they thought it was important that the association not appear to be easing its standards. Dropping the cutoff below 700, they feared, would give such an appearance, even with an indexing system.

The presidents did seek to instill some flexibility into the initial-eligibility standards by proposing a limited indexing system, which would allow athletes with a 2.0 grade-point average to be eligible if they scored over 900 on the S.A.T.

"The presidents are trying to give equal or even greater weight to the G.P.A. than to the test score," said Mr. Kingston. "In the future, the issue of the test score should be much less of a burning issue, because its filtering or screening effect will be very much less." ■

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A political scientist has a plan that some say could reform the Presidential campaign process. And it will all happen on television: Page A5.

Between research on marine invertebrates and teaching, a zoologist has made a film on how to eat a lobster and is working on a music video about barnacles: Page A11.

An outspoken critic of academe's ties to industry is waging a crusade against federally sponsored military research on campuses: Page A11.

Two major projects that some scientists warn will drain money from smaller research efforts won strong backing in the Senate: Page A15.

Lawmakers must decide what to do about a federal loan system that provides students with $11-billion a year but is regularly criticized for being too complex: Page A15.

The increasing flow of women into campus posts in fund raising, alumni affairs, and public relations owes a lot to the work of one woman: Page A23.

Law students at Syracuse U. are gaining hands-on legal experience with low-income clients: Page A25.

In a dramatic break with the past, many Soviet institutions of higher education have decided to charge tuition for the first time: Page A29.

Slovenia's quest for independence has generated great anxiety at the republic's oldest and most important university: Page A29.

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U.S. Would Allow Colleges to Give Campus-Crime Data

Education Department proposes amendment to privacy law

By SCOTT JASCHIK

WASHINGTON

The Education Department proposed last week that a federal privacy-protection law be amended to state that colleges are allowed to release reports of campus crime to the public.

The department maintains that the present law bars such disclosures when they include the names of students arrested by campus security officers. The department has been strongly criticized for that stand, and journalists and student groups have been pushing for a change.

Most state open-records laws require the release of reports by campus officers with the power to make arrests, but most colleges have refused to release the reports, citing the Education Department's interpretation of the federal law. If the proposed amendment becomes law, such reports would likely be released routinely.

A federal judge in Missouri and a state judge in Arkansas have ruled that the current law does permit the disclosures of the names.

Senate Amends Crime Bill

The department's announcement of its change of heart came shortly after the Senate voted to amend a crime-prevention bill to state that the privacy-protection law does not cover the crime reports.

Critics of the past Education Department stance said they were pleased to see

Continued on Page A20

Administration Urges Universities to Revoke Policies Against Investing in South Africa

Some say they'll consider request; others think it's premature

WASHINGTON

The Bush Administration has urged colleges and universities to revoke their policies against owning stock in companies that do business in South Africa.

The request came with President Bush's announcement last week that the United States would lift economic sanctions imposed on South Africa in 1986. "We hope that state and local governments and private institutions in the United States will take note of our action and act accordingly," the President said.

While some college officials said it is still too soon to change their policies, others said they plan to reconsider their divestment decisions.

The Justice Department is looking at legal avenues for pressing state and local governments to repeal laws banning South Africa-related investments. Some of those laws cover the endowments of public colleges.

The government has little or no control over the endowment decisions made by individual colleges and universities, according to a State Department official who declined to be identified.

'Not an Appropriate Vehicle'

"We're asking the colleges to look at their policies," he said, because divestment is "not an appropriate vehicle anymore."

"We feel the government is irreversibly on the path to multiracial democracy," the official said. "This is not the time to bail out of South Africa. It's the time to stay in and help build the new South Africa."

Jennifer D. Kibbe, research analyst for the Investor Responsibility Research Cen-

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European Community Prepares to Establish a 'Common' Approach to Higher Education

By DAVID WALKER

LONDON

A far-reaching plan to create a "common" European system of higher education was reported last week to be within days of approval by the European Commission, the policy-making arm of the European Community.

The new system would complement the development of a single market for goods and services throughout the E.C. Officials at the commission's headquarters in Brussels said the higher-education plan, the first of its kind, was a necessary part of the economic unity being sought for the organization's 12 member countries.

If their governments signed up, academic administrators, faculty members, and students throughout Western Europe would be profoundly affected. Eventually the plan would seek to converge the varying curricula, standards, and financing of universities in all of the member countries.

By establishing common criteria for the structure and basic policies of higher education across Western Europe, the plan would move the European Community into the social sphere—a major expansion of the E.C.'s traditional involvement in trade and economics.

The members of the European Community are Belgium, Britain, Denmark, France, Germany, Greece, Ireland, Italy, Luxembourg, the Netherlands, Portugal, and Spain.

Political Mood Called Supportive

The European Commission is described as confident that Europe's political mood supports a common approach to higher education. Accordingly, the commission is drafting a formal provision on the subject for consideration, along with proposed treaties on economic and political union, by leaders of the E.C.'s member countries at a summit meeting in the Netherlands in December.

The treaties are expected to be approved.

At present, various education programs set up by the European Community—including ERASMUS, a highly successful effort to encourage students to attend institu-

Continued on Page A30

Recession Expected to Bring Long-Term Changes in State Colleges' Relations With Governments

By MARY CRYSTAL CAGE

The recession is prompting a rethinking of the relationship between public colleges and state governments.

Even as college presidents and lawmakers struggle to deal with the immediate crises of lost revenue, they are talking about long-term lessons that colleges can learn from the economic downturn.

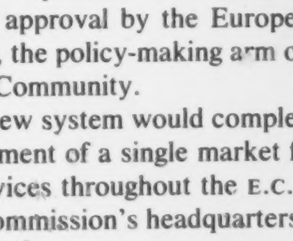
A number say that public colleges are having a tough time this year in part because of poor decisions made in the 1980's, when many states were flush with money. If higher education is to avoid or minimize future downturns, they say, colleges need to change the way they operate, both now and when the recession ends.

Says Franklyn G. Jenifer, president of Howard University and former chancellor of the Massachusetts Board of Regents: "Higher education has to develop a strategy that will be good in the good times and sustain us in the bad times."

While higher-education policy experts say they are not sure colleges will actually change, many support such moves as these:

- New efforts to streamline public higher education, both individual colleges and state systems.
- Increases in tuition, coupled with increases in financial aid.
- More responsiveness to the public and

Continued on Page A16



What Presidents Plan to Do When the Money Flows Again

The presidents of 10 public colleges describe what their top priorities will be when the recession ends and appropriations become more bountiful.

STORY ON PAGE A17

MARGINALIA

Note in *Campus Connections*, a newsletter at the University of Nevada, Reno:

"CONGRATULATIONS to Leslie Massman and Carole Cude, Classified Employees of the Month! Massman is being recognized for his consistently outstanding work in the plant science department of the College of Agriculture. Cude is being acknowledged for her efforts in the buildings and grounds department during the freeze and the damage which resulted."

We're afraid to ask.

■

From *The Washington International Arts Letter:*

"Japanese company Triumph International is honoring the bi-centennial of Mozart's death by manufacturing a special bra. The front-fastening indigo braziers will play a 20 second version of Wolfgang's greatest hits with flashing lights."

And roaring fires?

■

News item in *Northern Iowan*, the newspaper at the University of Northern Iowa:

"The new UNI residence facility, with a design capacity of 384 persons and an estimated project cost of $8.2 million, was passed unanimously by the Board and will be constructed East of Hillside Courts.

" 'We will begin programming work with the architect Monday,' said Leland Thomson, director of campus planning. . . . 'We are approaching the project in an aggressive manor and want to begin a residence hall facility at UNI at the earliest possible time.' "

With an aggressive manor, who *needs* a residence hall?

■

From "Women Studies Course Criteria and Guidelines (1991)," distributed at Denison University:

"Guidelines (Suggested questions to ask oneself when reviewing course materials):

"1. In the inclusion of diversity of women and women's experiences, is every attempt made to have hose experiences as an integral part of the course rather than peripheral?"

■

A flyer distributed by the Associated Students at San Francisco State University, calling on students to lobby the trustees, is headlined:

URGENT CALL
EDUCATION IS A RIGHT,
NOT A PRIVILEDGE!

■

Course listing in the catalogue of Georgia Southern University:

"PEA 293 OUTDOOR EDUCATION. A variety of outdoor activities: canoeing, backpacking, repelling, orienteering and others."

Watch out, bugs! —C.G.

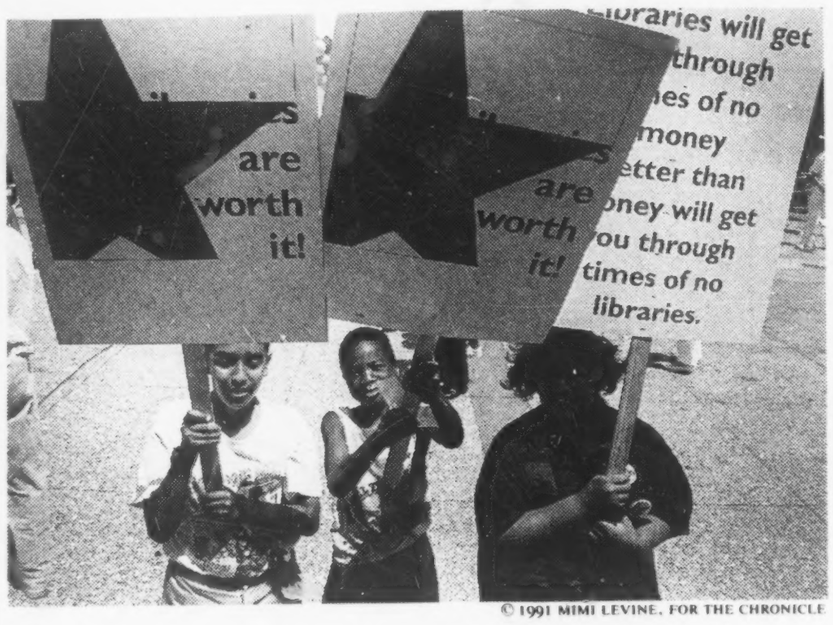
In Brief

Librarians rally for more support

WASHINGTON—On the eve of a White House conference on libraries and information services, librarians from across the country rallied here last week to call for more government and public support for their institutions.

The rally, held outside the Martin Luther King Memorial Library, was organized by the American Library Association. It attracted a crowd of librarians and supporters, including young readers (*right*), many of whom carried signs with such slogans as "SAVE MONEY. FUND LIBRARIES" and "KIDS WHO READ SUCCEED." The rally helped to kick off the association's year-long public-awareness campaign with the theme "Libraries are worth it!"

"Libraries are not basic—libraries are essential," said the association's new president, Patricia Glass Schuman.



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Rep. Major Owens, a Democrat from New York who is thought to be the only professional librarian in Congress, told the crowd to "go tell all our Neanderthal, primitive budget makers" that the nation needs its libraries. He said it was "hypocritical, stupid, and ridiculous" for politicians to talk about supporting education while at the same time libraries were closing across the nation because of budget cuts.

Other speakers at the rally included Richard M. Dougherty, a professor of information and library studies at the University of Michigan and past president of the A.L.A., and the Librarian of Congress, James Billington. ■

Harvard U. offers 850 an early-retirement deal

CAMBRIDGE, MASS.—In an effort to keep administrative costs down, Harvard University has offered early retirement to 850 of its employees.

Staff members who are at least 55 years old and have 10 or more years of service at the university may participate in the early-retirement program. The pension income of employees who take the offer will be calculated as if they had worked five years more. Faculty members are not eligible.

"We want to keep spending on administration down, so we can spend more on things like support for the faculty and student scholarships," said Robert H. Scott, vice-president for finance. ■

Mundelein College joins Loyola University

CHICAGO—Mundelein College (*below*) has become a part of Loyola University Chicago.

Under an agreement reached last month, Mundelein is now one of Loyola's 10 schools and colleges. Loyola's undergraduate division for part-time students will now be called Mundelein College.

Mundelein was founded in 1929 by the Sisters of Charity of the Blessed Virgin Mary and had been the only Catholic women's liberal-arts college in Illinois. Situated adjacent to Loyola's Lake Shore Campus, Mundelein enrolled about 800 students last semester. Loyola has close to 15,000 students, about 9,000 of them undergraduates.

The trustees of Mundelein, which was facing growing demographic and economic pressures, opened talks with Loyola officials in January about a possible merger.

Loyola officials said all but a few of the 56 Mundelein faculty members had been named to the university's faculty. ■

JON NASO, © 1991, NEW YORK NEWSDAY

Art historian is sued for libel in Italy

FLORENCE — James Beck (*above*), a professor of art history at Columbia University, has been sued for libel in Italy, where he told reporters that a newly restored Renaissance tomb might as well have been "cleaned with Spic and Span and polished with Johnson's Wax."

Since Mr. Beck's comments were reported in four different Italian publications, four charges of libel were brought against him by the tomb's restorer. Mr. Beck was cleared on three of the counts in trials held last month. The final trial is scheduled for November.

Currently a visiting professor at Harvard University's Center for Renaissance Studies here, Mr. Beck has written books on Jacopo della Quercia, who sculpted the tomb in Lucca, Italy, in the early 1400's.

A proponent of a minimalist approach to the cleaning of stone, Mr. Beck says scholars and restorers have not come up with any generally accepted approaches to the restoration of sculpture.

In an interview, Mr. Beck said "academics have been reluctant to take a strong stand on the issue of restoration, which has permitted an anarchic situation in modern restoration techniques." ■

Central Michigan wins $920,000 settlement

MOUNT PLEASANT, MICH. — Central Michigan University has received a $920,000 settlement from Merrill Lynch and Company Inc., ending a lawsuit in which the university claimed the brokerage firm had withheld information about a bad investment.

Filed last year, the suit charged Merrill Lynch with violating federal and state securities laws, in connection with the university's 1989 purchase of $953,000 in commercial paper from the Colorado-Ute Electric Association. Colorado-Ute was in deep financial trouble when the university made its investment, information that the lawsuit claimed Merrill Lynch had concealed. Colorado-Ute declared bankruptcy in March 1990.

"We're sorry that it happened at all, but given that it happened, we think this was a very favorable settlement for us," said Eileen K. Jennings, the university's general counsel. She said the university would no longer use Merrill Lynch for investment advice.

Central Michigan dropped related lawsuits against two securities ratings firms. But it still has a claim against Colorado-Ute pending in bankruptcy court.

A spokesman for Merrill Lynch said the settlement was not an admission of wrongdoing. ■

Charges of diploma sales prompt investigations

CATHEY PLUNKETT

JACKSON, MISS.—Federal and state officials are investigating whether employees at Jackson State University sold degrees and fraudulent grade transcripts to foreigners living in this country.

W. Ray Cleere (*above*), Mississippi's Commissioner of Higher Education, announced last month that the investigations had been going on for several months and that the scam might not be limited to Jackson State. Mr. Cleere said the U.S. Immigration and Naturalization Service had contacted the State Attorney General's office after the service was told of the operation by an anonymous source.

Those who bought the fake documents, Mr. Cleere said, probably used them to prove that they were working toward or receiving degrees so they could remain in the United States.

Jackson State officials said they were cooperating with the investigators and were ready to suspend or fire any students or employees convicted of taking part in the scheme. Anyone involved faces criminal charges and imprisonment, according to the State Attorney General's office. ■

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Government & Politics

Ways & Means

Stanford University, the center of a national controversy about questionable university charges for the costs of research overhead, has proposed an overhead rate for next year that would set a record for the university.

Backed by several critical government reviews of Stanford's overhead charges, the Office of Naval Research recently lowered its rate for this year to 55 per cent, from 70. That means that for any dollar Stanford receives for the costs directly associated with a particular research project, it can now receive no more than 55 cents for overhead.

Now Stanford has proposed a rate of 76 per cent for next year—higher than any rate the government has ever approved for the university, according to Paul L. L. Biddle, the O.N.R. representative at Stanford.

Mr. Biddle called the university's proposal "outlandish" and added, "Just as children test a parent, Stanford is testing the government right now. They are trying to see how much we will take."

Robert L. Byer, the dean of research, said in a statement that Stanford didn't really expect to receive that rate. It was merely following federal regulations by submitting a proposal that accurately—and conservatively—reflects the projected costs, he said.

"We have gotten the message loud and clear," Mr. Byer added. "We know that changing standards and upcoming negotiations are unlikely to produce a rate that fully reimburses our costs."

■

Praying for federal grants?

Congressional auditors have questioned a $24,000 charge to the government by the University of Pennsylvania to help support the chaplain's office. The charge was part of the university's bill to the government for the overhead costs associated with federal research projects.

A university spokeswoman defended the charge, saying that students and researchers involved in federally supported research receive pastoral counseling from the office on a non-sectarian basis.

In response to a question, she said the money did not cover prayers for larger grants.

■

Carol R. Scheman, long-time staff member for the Association of American Universities, has been named to a post at the Food and Drug Administration.

Ms. Scheman has been at the association for 12 years, specializing in a number of research-related issues, including scientific-misconduct policy and the indirect-cost system. She currently is vice-president of the A.A.U. In September she will move to the F.D.A., where she will be Deputy Commissioner for External Affairs, handling public affairs, consumer relations, and publications.

Space Station Wins $2-Billion From Spending Panel; Senate Turns Back Effort to Kill Supercollider

Disappointed scientists say the projects will drain money from more important efforts

By KIM A. McDONALD
WASHINGTON

Two major projects that some scientists warn will drain money from smaller research efforts received strong backing from the Senate last week.

In a bill allocating fiscal 1992 funds for the National Aeronautics and Space Administration, the Senate Appropriations Committee voted to provide $2-billion to continue construction of the space station, a project that the General Accounting Office estimates will cost $118-billion over its 30-year life span.

In a separate measure giving fiscal 1992 support to the Department of Energy, the Senate easily defeated an amendment to kill the Superconducting Supercollider, an $8.2-billion particle accelerator under construction near Dallas. In addition, using funds earlier earmarked for cleaning up radioactive wastes at nuclear facilities, the Senate provided $75-million more than the $434-million that the House approved for the supercollider.

The actions disappointed scientists who had warned that the enormous construction and operating costs of the two projects would eventually eliminate less costly, and potentially more important, scientific efforts.

Proponents of both the space station and the supercollider say the projects are essential to advance the country's technological enterprise, and are budgeted separately within their respective agencies to prevent the siphoning of funds from other scientific programs.

Last week 14 major scientific societies disputed that argument after the House of Representatives voted to restore $1.9-billion eliminated by the House Appropriations Committee for the space station by taking funds from NASA's space-science programs and other efforts.

In a letter sent to all Senators, the presidents of the American Physical Society, American Chemical Society, American

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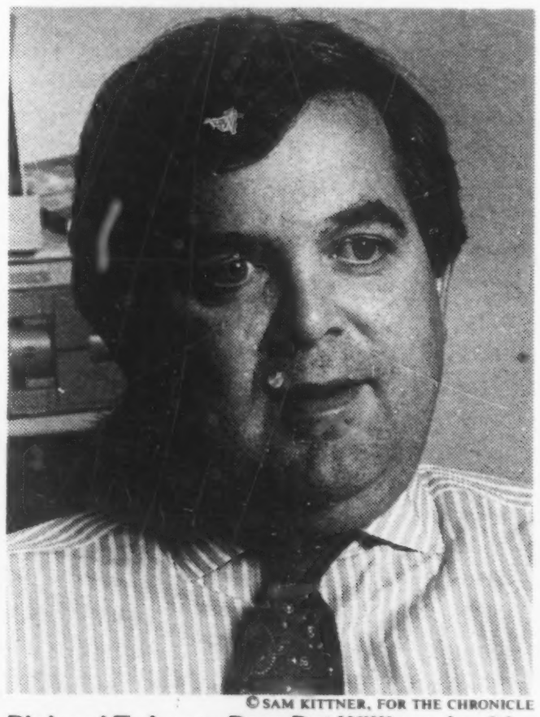
Lawmakers Face Challenge of Revamping $11-Billion-a-Year Student-Loan System



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Richard T. Jerue, Rep. Pat Williams's aide: "Increasing loan limits means you've expanded an entitlement, and you have to come up with a way to pay for that."

HERB WEITMAN, WASHINGTON UNIVERSITY

Dennis J. Martin, assistant provost at Washington U.: The loan system "continues to be the most important form of federally sponsored assistance."

By THOMAS J. DeLOUGHRY
WASHINGTON

What should be done about a federal loan system that provides students with $11-billion a year but has suffered a torrent of bad publicity about default rates and is routinely criticized for being too complex?

The Higher Education Act

That is the dilemma facing lawmakers as they reauthorize the Higher Education Act. After cutting the cost of the student-loan programs in the last few years to meet deficit-reduction goals, lawmakers are considering whether the whole loan structure should be overhauled to serve students better and to spend government funds more efficiently.

Many college aid officers and students say they're torn between supporting a new program and fine-tuning the present system of Stafford loans, Supplemental Loans for Students, and Parent Loans for Undergraduate Students. The current system has its problems, they admit, but the idea of developing a new program that would provide $11-billion a year to four million students is daunting.

Says Dennis J. Martin, assistant provost and director of financial aid at Washington University: "In some sense, it's a dinosaur or at least a 400-pound gorilla that should be looked at and revamped." But he adds that the loan system "continues to be the

Continued on Page A18

RICHARD BLOOM

Rep. Thomas E. Petri: His plan would provide federal loans to students that the I.R.S. would collect after graduation, along with the borrowers' taxes.

Senate Panel Increases Student Aid 2.7% for Academic 1992-93

WASHINGTON

The Senate Appropriations Committee last week approved a 1992 budget bill that would increase spending on student aid by less than the rate of inflation in academic 1992-93.

The appropriations bill for education, health, and labor programs would increase student aid by 2.7 per cent, which is less than the probable rate of inflation. The House of Representatives last month approved an appropriations bill that would increase student-aid spending by 2 per cent.

The Senate committee also approved an increase of 6 per cent for the National Institutes of Health. The House had approved a raise of 6.6 per cent for the institutes.

If the full Senate approves the legislation, differences with the House will have to be ironed out in a conference committee.

Indirect-Cost Limit Rejected

The Appropriations Committee turned back a controversial measure, supported by a subcommittee, that would have set strict limits on what recipients of N.I.H. grants may charge the government for administrative costs related to their research.

The subcommittee had recommended a maximum administrative-cost rate of 23 per cent—3 percentage points less than the limit the House included in the National Science Foundation reauthorization bill last week. The White House Office of

Continued on Page A19

Lawmakers Face Challenge of Revising $11-Billion Student-Loan System

Continued From Page A15

most important form of federally sponsored assistance."

Wayne Sparks, director of financial aid at the University of Virginia, says he worries that creating a new loan program would create new problems for the federal government and aid officers. "We might be better off to address the existing problems with the Stafford loan program," he says. "A bird in the hand is worth substantially more than two in the bush."

Whatever course the lawmakers take, they have before them numerous recommendations for developing a new system or for revamping the old one.

Under the present system, banks, credit unions, and some universities make loans that are backed by guarantee agencies and the federal government. Guarantee agencies fully reimburse banks for defaulted loans if the banks have administered them properly. The federal government then reimburses the agencies either in full or in part, depending on their default rates. The federal government pays interest subsidies to banks and administrative allowances to guarantee agencies for participating in the programs.

A System Without Banks

Proponents of a new system generally favor a program without banks or guarantee agencies. They want universities to provide federal loans directly to students. Those pressing for changes in the current system want to see higher loan limits for students and more-flexible repayment options to lessen the burden on former students with large debts.

Lawmakers are also feeling pressure to tighten up the rules for students and institutions in the loan programs in light of publicity about high default rates and loan fraud at some trade schools.

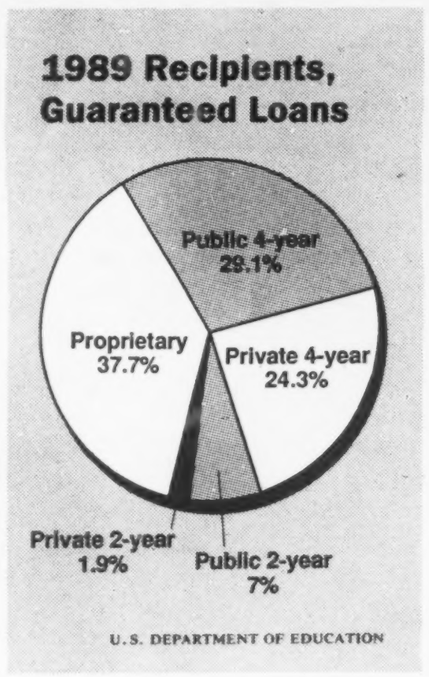
Accounting Changes

Policy makers had considered the idea of eliminating banks and guarantee agencies from the loan system in the past, but dismissed it as too expensive. The system of having the government guarantee and subsidize loans made by banks was considered to be cheaper because it produced $11-billion in loans at a cost to Washington of about $5-billion a year.

But accounting changes made in last fall's budget agreement helped resurrect the idea. The changes made the current system appear more expensive because they required the government to estimate the future costs of subsidies on every loan and because they allowed the government to borrow money to support direct-lending programs without having the funds count against spending limits.

In January, White House officials proposed selling Treasury bills to the public to raise capital for a federal loan program. The officials argued that dumping the 9,000 banks and 54 guarantee agencies would greatly simplify the complex system for students and aid officers and save about $1-billion a year.

The proposal touched off much discussion in higher education among those eager to simplify the system and find savings that could be channeled into Pell Grants. Opponents argued, however, that requiring colleges to administer the loans would place too many demands on aid offices, particularly



at small institutions. The discussion produced a few so-called "direct lending" proposals on Capitol Hill. One plan—put forth by Rep. Thomas E. Petri, Republican of Wisconsin, and 31 co-sponsors from both parties—would provide federal loans to students that the Internal Revenue Service would collect after graduation, along with the borrowers' taxes.

A dozen higher-education groups led by the American Council on Education have endorsed the idea of testing a direct-lending program so that the resulting savings can be used for other aid programs.

But the direct-lending movement lost some momentum last month, when Education Secretary Lamar Alexander opted not to endorse the idea. He cited concerns about the Education Department's ability to manage such a program and reservations about trusting institutions to administer the funds.

Congressional aides say it will be difficult to plan a new loan program without the department's cooperation, but they say the idea is not dead. "A little of the bloom has gone off the rose, but it hasn't quite wilted yet," says Thomas R. Wolanin, staff director of the House Subcommittee on Postsecondary Education. "There's still a lot of interest in it among the members."

Middle-Income Students

Among those still interested is Rep. Robert E. Andrews, a New Jersey Democrat. He says that savings from a direct-lending program and from efforts to crack down on defaults could save enough money to make loans to as many as two million more students.

Such a plan, Mr. Andrews says, could solve the problem of getting subsidized loans into the hands of middle-income students who are now excluded from the Stafford program. The plan, he says, would also address the Bush Administration's concern about keeping costs down. "What we're doing is taking the money we've already got and challenging them to serve more people with it," he says.

If Congress opts to stay with the existing loan programs, college officials and students say the lawmakers must do something to help students burdened with large debts.

The United States Student Association favors adding five years to the current 10-year repayment period and extending, to nine months from six months, the grace period after graduation in which students need not begin repaying their loans. The group would also like lawmakers to require banks to offer students graduated repayment schedules that allow for lower payments shortly after graduation, when borrowers are expected to have low incomes.

Lance M. Walter, president of the United Council of the University of Wisconsin Student Governments, says Congress is obligated to do what it can to help students who have been forced to borrow because grants have been cut back. Many of them, he says, find it difficult to make their loan payments after graduation. "Students take out a lot of different loans when they're going through school, and it's not made clear how they're going to be paid back," he adds.

The United States Student Association says Congress should also eliminate the 5-per-cent "origination fee" that students must pay the government on every loan, as well as the insurance fees of up to 3 per cent that guarantee agencies

"A little of the bloom has gone off the rose, but it hasn't quite wilted yet. There's still a lot of interest in it among the members."

may charge. "This is clearly unfair," Selena Dong, legislative director of the student group, said at a House hearing last month. "Low-income students are the last people who should be taxed in such a way to save the federal government money."

Other higher-education groups are asking Congress to increase the loan limits, so that student borrowing can keep up with rising college costs. Twelve associations led by the American Council on Education say the undergraduate limit in the Stafford program should rise by $6,250—to $23,500. Graduate students should be able to borrow an additional $50,000, the groups say.

College lobbyists say the limits are not as high as they might appear, since the new Higher Education Act would be in effect from 1994 through 1998, when expenses will be greater. "You can't avoid the fact that costs are going up every year," says Edward M. Elmendorf, vice-president for governmental relations at the American Association of State Colleges and Universities.

Others worry about the higher loan limits, but concede that they are necessary if funds for Pell Grants and other forms of aid are scarce. "If we're going to continue to be faced with an Administration that wants to cut the guts out of grant programs and a budget agreement that doesn't let us increase spending, loans may be the only alternative," says Jim Harrison, president of the Association of Urban Universities.

But some on Capitol Hill fear that even the higher loan limits could fall victim to budget constraints if lawmakers do not find money to subsidize larger loans. "Increasing loan limits means you've expanded an entitlement, and you have to come up with a way to pay for that," says Richard T. Jerue, an aide to Rep. Pat Williams, Democrat of Montana.

$1.5-Billion Price Tag

The budget agreement could also be a barrier to a plan Mr. Williams has proposed to open the Stafford program to all families regardless of their income. The price tag for the Williams plan is about $1.5-billion, which some student-aid analysts say are dollars that could be better spent on Pell Grants for needy students who cannot afford to attend college.

Mr. Williams contends, however, that his legislation is needed to expand political support for all student-aid programs by extending benefits to middle-income families.

Regardless of what lawmakers may do to the shape of the loan programs, they are well aware of the need to improve the monitoring of institutions that participate in them. A highly publicized report released in May by the Senate Permanent Subcommittee on Investigations lambasted the loan programs for being rife with fraud.

The panel, which is chaired by Sen. Sam Nunn, a Georgia Democrat, concluded that the system of state licensure, private accreditation, and Education Department review of institutions is not working to keep unscrupulous trade schools out of the loan programs. The subcommittee found evidence that such schools were offering substandard education to low-income student borrowers who are left unprepared for jobs and end up defaulting on their loans.

Tightening Eligibility

Rep. William D. Ford, chairman of the House Subcommittee on Postsecondary Education, and others have said the system for determining an institution's eligibility for aid programs must be tightened before Congress pursues any other changes in reauthorization.

The Bush Administration concurs. It has suggested that the maximum default rate for a college or trade school in the programs be dropped to 25 per cent from the present 35 per cent, and that state governments assume more of the risk of loan defaults. State officials oppose the plan, charging that it would make them financially responsible for a federal program.

In addition, the Administration has been joined by higher-education groups in calling for minimum standards that states should use in licensing institutions. The groups also have asked Congress to require the Education Department to develop specific standards for recognizing accrediting agencies.

Robert H. Atwell, president of the American Council, told Congress in May that tightening the standards would bar unscrupulous schools from the programs without burdening all institutions with additional regulations. "The department," he said, "would no longer be in the position of penalizing all institutions to stop a small minority from abusing the system." ■

Guaranteed Student Loans at a Glance

- **Stafford Student Loans** are the primary loans for students. The program is expected to provide $8.6-billion to 3.1 million students who are enrolled at least half time during the 1991-92 academic year. The program has a subsidized interest rate of 8 per cent, which rises to 10 per cent after the fourth year of repayment. The government pays the interest while students are in college and for six months after they leave. Loans are awarded on the basis of a student's need. Limits are $2,625 a year for the neediest freshmen and sophomores, $4,000 for each subsequent undergraduate year, and $7,500 a year for graduate school. Students may not borrow more than $17,250 as undergraduates and $54,750 by the time they complete their graduate degrees. The repayment period is 10 years, during which students must make payments of at least $50 a month.
- **Supplemental Loans for Students** are intended primarily for graduate students and for undergraduates who are judged to be financially independent of their parents. The program is expected to provide $1.4-billion to 509,000 borrowers who are enrolled at least half time in 1991-92. Interest rates are not subsidized and may climb as high as 12 per cent. Interest accrues while the student is enrolled in college, but it may be added to the principal. Students do not have to be needy to receive a loan. Students may borrow up to $4,000 a year as undergraduates and a total of $20,000 by the time they complete graduate school. The repayment period is 10 years, during which students must make payments of at least $50 a month.
- **Parent Loans for Undergraduate Students** are intended to help parents of undergraduate and—despite its name—graduate students get loans for their children's college costs regardless of their income. The program is expected to provide $916-million to 282,000 students who are enrolled at least half time in 1991-92. Interest rates are not subsidized and may rise as high as 12 per cent. Interest accrues while the student is enrolled in college, but it may be added to the principal. Parents may borrow up to $4,000 a year for each student in college and a total of $20,000 for each child who may pursue graduate education.

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News Summary

NOTICE
The next issue of The Chronicle, dated August 28, will be mailed August 23.

Articles on inside pages

A biologist says the survival of a common orchid challenges Darwin's theory of natural selection: Page A6.

Medical professionals are debating the ethics of offering "finders' fees" to physicians who refer patients to researchers: Page A7.

The feminist dean of the University of Arizona's humanities faculty is challenging the *status quo* with a style that has provoked admiration and anger: Page A13.

Hundreds of faculty members and college administrators have written to the Secretary of Education about an accrediting group's "diversity standard": Page A17.

The federal student-aid system is unjust and too complicated, critics have told lawmakers preparing to reauthorize the Higher Education Act: Page A17.

A freewheeling workshop at Michigan State University offers science-fiction writers a chance to be taken seriously: Page A23.

The NCAA's council has backed a package of tougher academic standards: Page A26.

The practice of seeking competitive applications for government research grants has come to the universities of Eastern Europe: Page A29.

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Antitrust Challenge to Football Group Dismissed by Judge

CFA's television rights are said to have a non-profit purpose

By DOUGLAS LEDERMAN
WASHINGTON

An administrative-law judge dismissed the Federal Trade Commission's antitrust complaint against the College Football Association last week, saying the FTC had no jurisdiction over the non-profit entity.

Lawyers for the commission's Bureau of Competition, which sued the football group and Capital Cities /ABC last September, said they would appeal to the FTC's five commissioners, who have the final say on such matters.

Although the five commissioners voted a year ago, 4 to 1, to allow the commission's lawyers to proceed with their case against the CFA, most legal experts said last week's ruling was likely to bring an end to the FTC's investigation, which has cost the association more than $1-million in legal fees since it began in February 1990.

'Part of the Educational Process'

The decision by Judge James P. Timony pleased college-sports administrators and CFA officials, who had feared that a ruling against the football association might have opened the door to more antitrust and tax scrutiny not just of big-time sports, but of other aspects of higher education as well.

"I've gotten very tired of people harping on how this litigation is about the big-business nature of football," said Clyde A. Muchmore, a lawyer who argued the football association's case before Judge Timony. "This decision says the CFA and the schools, in their sale of television rights, are part of the educational process. I'm

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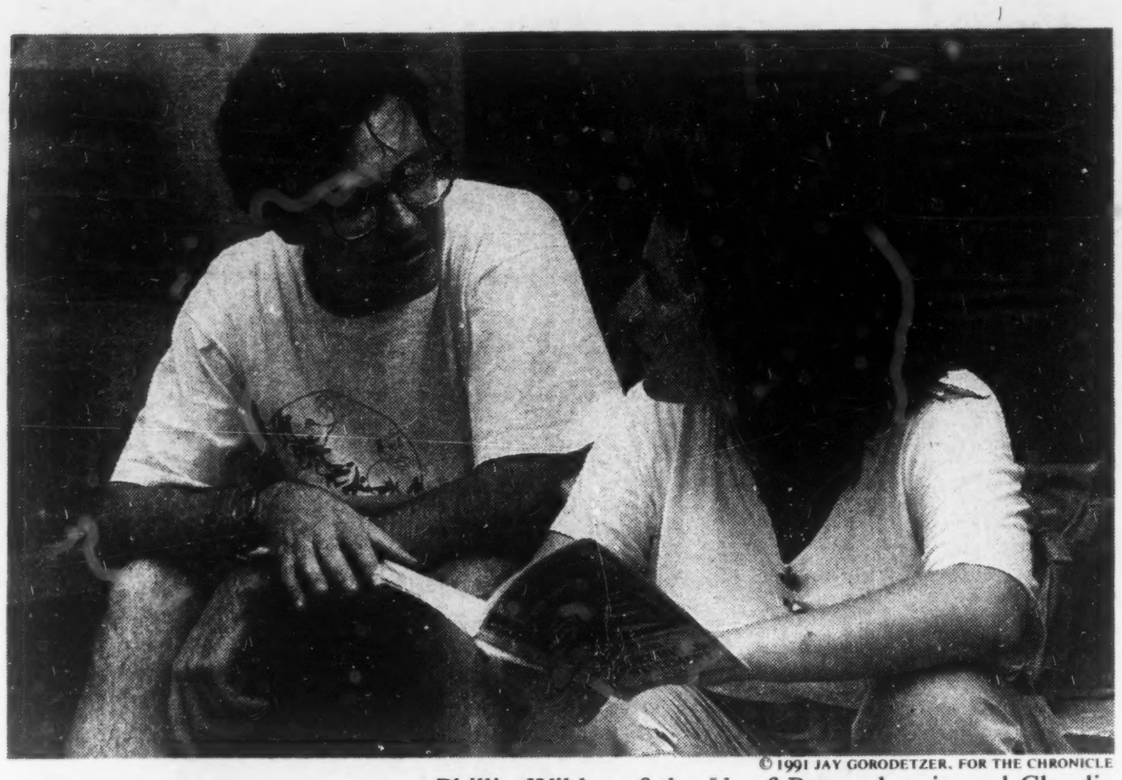

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A New Approach to Volunteerism

Phillip Wilder of the U. of Pennsylvania and Claudia Horowitz, a 1988 alumna, created a community-oriented, activist program for student volunteers: Page A23.

Universities Charging High Overhead Rates Could Be at Disadvantage Under NIH Plan

By COLLEEN CORDES
WASHINGTON

Researchers at universities that charge the government high rates for research overhead may be at an increasing disadvantage in the fierce competition for federal money.

Under a new cost-management plan at the National Institutes of Health, overhead rates could be the determining factor in some decisions on which "marginal" proposals to support.

The marginal range includes projects that peer reviewers have ranked near the cutoff point for the total number of grants an institute can support. Each institute will decide for itself how broadly to define that range.

The new policy, which will take effect in fiscal 1992, makes total costs—not overhead costs specifically—the new factor in decisions on the margins. Overhead, however, is usually a significant expense. At some leading universities, more than a third of the total federal spending on a project goes to overhead.

Some institutions, generally private universities and those in large, Northeastern cities, charge much higher overhead rates than others. Hence a higher rate could add so much to the cost of a proposal that an institute would reject it in favor of one that was cheaper but ranked slightly lower on scientific merit.

More Dramatic Shift Considered

The NIH director, Bernadine Healy, is considering an even more dramatic shift in policy—treating total costs as one of the criteria by which all research proposals are judged. Proposals with high overhead rates—even ones of the highest scientific quality—would then, in effect, have one strike against them.

Some other federal agencies say institutions with higher overhead rates are already at a disadvantage in seeking grants, while some agencies maintain that overhead rates need not influence which scientists receive support.

Reactions to the new NIH policy vary widely. "We are going to sacrifice the scientist," said Jean-Pierre Sommadossi, associate professor of pharmacology at the

Continued on Page A19

- Research universities face a new round of federal audits of the travel expenses they billed to the government: Page A19.
- A White House plan to limit universities' administrative overhead rates has upset higher-education officials: Page A20.

Broad Dissatisfaction With Higher Education Found Among Soviet Students and Professors

By ALEXANDER TOMASZ MASSEY
MOSCOW

Widespread dissatisfaction with higher education and skepticism about their country's economic future have been found among university students and faculty members in the Soviet Union.

On the basis of surveys this past spring at dozens of academic institutions, researchers here have concluded that most Soviet students have little expectation of benefiting from advanced studies and little hope that any political leader is capable of rescuing the country from its economic crisis.

Indeed, nearly half of the students surveyed were not interested in their studies. The head of the research project, Anatoly A. Ovsyannikov, vice-president of the Soviet Sociological Association, says most students see no benefit from higher education because they do not think Soviet society values professional accomplishments or academic credentials.

Moreover, the research found, about 30 per cent of the faculty members who were employed by higher-education institutions in 1989 and 1990—most of them in their 30's and 40's—have since left their

Continued on Page A30

Size of Non-Teaching Staffs at Colleges Continues to Grow

Colleges and universities hired more non-teaching staff members than any other type of employee during the 1980's, federal statistics show.

STORY ON PAGE A22

MARGINALIA

Stern warning at Weber State University:

"Students must pass English III (with a C- or better) before registering for English III. NO EXCEPTIONS."

■

Construction note in *College Bulletin*, a newsletter at Lakewood Community College:

"The backyard of the college has been relandscaped and the exterior work is nearly complete. The computer center area is being painted and the ceilings will be installed within two weeks. . . . The new appearance of the building has illicited many compliments."

Psst!

■

Announcement in *Quickcheck*, a newsletter at Drury College:

"Movie: 'Romero' 9 p.m. Findlay Student Center. 'Romero' is the story of the Archbishop of El Salvador who was killed during mass due to his opposition to the Salvadoran gout."

■

From *USA Today's* "Stateline":

TACOMA — Anonymous donor has given $1.5-million to fund University of Puget Sound faculty position honoring ex-religious professor, school has announced."

Disillusioned?

■

Ads in *The Indianapolis Star* over two months:

Teachers. Private Highschool seeking part time licensed instructors in all subject areas. We are looking for outstanding candidates and will enumerate commensurately. Send resume."

Teachers. Licensed, part time for private high school; English, History, French. Excellent renumeration. Send resume."

Teachers Licensed, part time for private high school; English, History, French, Math and Science. Excellent remuneration. Send resume."

You *got* it!

■

From *One Nation, Many Peoples: A Declaration of Cultural Interdependence*, a report of the New York State Social Studies Review and Development Committee:

"Social studies encompasses history, the social sciences, and relevant aspects of the humanities. The complimentarity of the disciplines should be recognized throughout the course of study, with history and geography providing the continuing frameworks of time and place."

"And with etiquette providing the conceptual framework for interdisciplinary integration?" a reader wants to know. —C.G.

In Brief

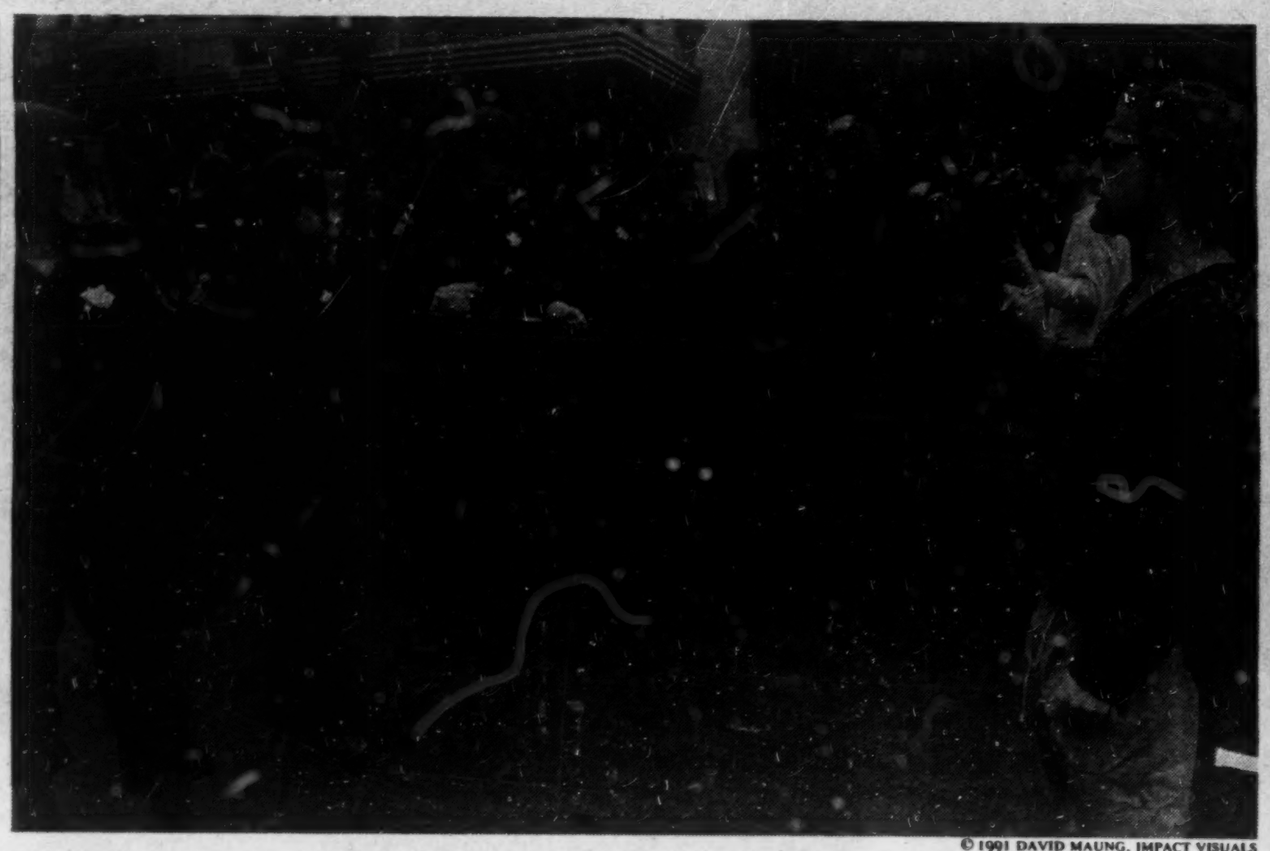
3 campuses seek patients of AIDS sufferers

Three universities are trying to track down nearly 900 people who may have been exposed to the virus that causes AIDS while they were under the care of medical students. The institutions are testing those they find for AIDS.

Northwestern University Dental School last month sent letters to 125 patients informing them that the student who had treated them since May 1990 had tested positive for the HIV virus, which causes AIDS. The student has been suspended from clinical practice. At the same time, the University of Kentucky College of Dentistry informed 49 patients treated from 1985 to 1989 by a former dental student that he reportedly had tested positive for AIDS.

The only known case of the virus being transmitted from a dentist to patients was in Florida last year. That case prompted the University of Cincinnati College of Medicine to tell 720 patients that a former resident in obstetric and gynecological surgery who had treated them from 1983 to 1987 had died of AIDS in 1989.

Officials at all three institutions said the chance of the virus's having been transmitted were remote. ■



© 1991 DAVID MAUNG, IMPACT VISUALS

Police and protesters meet in Berkeley during protests over People's Park.

'Cease fire' called in Berkeley protests over People's Park

BERKELEY, CAL.—The construction of two volleyball courts at People's Park here was completed by the University of California at Berkeley last week in the face of sometimes-violent protests, which resulted in the arrest of 104 demonstrators, including 7 students. Four days of disturbances marked the start of the construction on the university-owned property. The protests subsided last week as city officials appealed for a "cease-fire." The violence spread to downtown Berkeley on several nights, resulting in many broken store windows. Crowds of up to 300 protesters threw rocks at police officers and others during the disturbances, a university spokesman said. Eight officers and an undetermined number of demonstrators were injured, the police said. Protesters oppose the university's plans for the park, which has become a haven for street people and the homeless. ■

Medical center cited for disposing of waste

WASHINGTON— The George Washington University Medical Center has been cited for sending infectious waste to a landfill in Virginia.

Officials of the Fairfax County Division of Solid Waste, who suspended for a month the hospital's permit to dump at the site, say that from June 8 to July 22, the university unit was responsible for 13 incidents of unauthorized contaminated-waste disposal at the landfill.

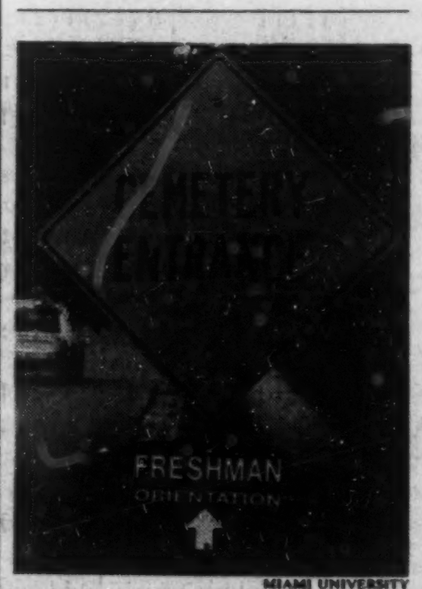
Leroy Charles, an administrator at the medical center, said the hospital would begin separating waste in patient rooms to try to avoid such incidents. ■

Thief of rare books gets prison term

DES MOINES — Stephen Blumberg, who was found guilty in April of stealing more than 20,000 books and 10,000 manuscripts from university and public libraries around the country, has been sentenced to five years and eleven months in prison and fined $200,000.

Mr. Blumberg received less than the maximum possible sentence of eight years and one month because he helped investigators identify the source of many of the items he stole.

Mr. Blumberg has been at the center of what law-enforcement officials described as the nation's largest-ever case of rare-books theft. In March 1990, police searched his Ottumwa, Iowa, home and found rooms full of rare books and manuscripts belonging to about 140 research libraries. University and commercial rare-books experts said the collection could be worth as much as $20-million, but in reality was priceless. ■



MIAMI UNIVERSITY

Non seq.?

OXFORD, OHIO—New students at Miami University here may wonder if there is life after orientation. The campus is adjacent to a burial ground. ■

16 Chicago colleges publish joint catalogue

CHICAGO—The Higher Education Regional Consortium, a two-year-old association of 16 public and private colleges and universities here, has published a joint catalogue of the classes its members offer.

The institutions hope the catalogue will give Chicago-area students a convenient resource for choosing a comprehensive plan of study, while allowing the colleges to complement rather than compete with each other.

The catalogue (*cover detail above*) includes profiles of each institution and some course listings. Glenn Scharfenorth, chairman of the consortium's steering committee and a DePaul University official, said some of the institutions were now considering joint academic programs. ■

U. of Texas agrees to limit expansion

AUSTIN, TEX.—The University of Texas and residents of an adjacent low-income neighborhood have reached an agreement that both sides hope will end a decade-long battle over expansion of the Austin campus.

In recent years, the university has been buying vacant lots and buildings in the predominantly black neighborhood, called "Blackland," to accommodate its plans for future campus expansion.

Residents have fought the acquisitions, fearing that the university would eventually take over the entire neighborhood, forcing them out of their homes.

Under the settlement, the university agreed to limit its future land acquisitions to specific areas and to make some of the properties it owns in the Austin neighborhood available for low-income housing. ■

Correction

In the "Name Dropping" column (*The Chronicle*, July 31), the former academic affiliation for Marguerite Ross Barnett was incorrect. Ms. Barnett is former chancellor of the University of Missouri at St. Louis. ■

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Colleges Protest White House Plan to Cap Research Overhead Rate

By COLLEEN CORDES
WASHINGTON

With millions of dollars at stake, higher-education officials are protesting a White House proposal to limit the rate at which universities can collect for administrative overhead expenses.

The White House Office of Management and Budget has proposed capping the rate at 26 per cent, which the budget office says is about the average for major universities. OMB officials said the proposal would end some of the confusion about overhead rates and prevent universities from overcharging the government.

Fifty-six of the 100 institutions that receive the most federal money for research and development would lose money under the change. Their administrative rates range up to 41 per cent.

"Grounds for unilateral government action have not been articulated. Universities are being punished for alleged wrongdoing by a few."

A rate of 41 per cent means that for every dollar a university receives for a research project, it may receive an additional 41 cents for administrative costs. The administrative rate is part of a general overhead rate that would also include payments for other expenses not directly related to research.

Federal officials say it is hard to generalize about why the rates for administrative overhead vary so much from institution to institution. Some of the factors include regional differences in salaries; differences in the number of administrators and their services; and how aggressively universities seek to recover overhead from the government.

The government has estimated that it would pay universities from $80-million to $100-million a year less if the new limit took effect in October, as the budget office has proposed.

Called Arbitrary and Unfair

The Council on Governmental Relations, which represents 135 major research universities, has complained to the OMB that the limit would be arbitrary and unfair. "Grounds for unilateral government action in this regard have not been articulated," the council stated in a letter to the budget office. "Rather universities *as a class* are being punished for alleged wrongdoing by a few." The amount of money that individual institutions might lose would vary according to how much their rate has exceeded the proposed cap, and the total amount of research money they won each year.

The University of Michigan, one of the top recipients of federal research money, has an administrative-overhead rate of 35.8 per cent. It has estimated that it would lose between $6-million and $12-million, depending on how the change was carried out. The loss would have "immediate and destructive effects," according to a letter to the budget office from James J. Duderstadt, Michigan's president. The sudden change in the university's overhead rate, which the Department of Health and Human Services had previously approved, would be "unconscionable," he stated.

The Massachusetts Institute of Technology, another major recipient of federal money, would not lose a penny under the cap because its administrative rate is about 21 per cent, according to James J. Culliton, vice-president for financial operations. Mr. Culliton said MIT had trimmed its administrative costs by about 15 per cent in the early 1980's and had been trying to run a lean operation since.

Mr. Culliton said the major difference between his institution and others with much higher administrative rates was that MIT had chosen to charge more costs directly to individual research projects than many other institutions do.

For example, most universities treat the cost of providing secretarial services to researchers as an overhead expense that is included in the administrative portion of their overhead rate. But MIT charges secretarial services directly, so that individual researchers pay for secretaries out of the money given them to spend in their laboratories.

MIT Cites 2 Concerns

Under the new limit, another institution could have the same secretarial costs—and could have collected the same amount of federal money for them in the past—but no longer be able to be reimbursed for them if they have treated them as overhead expenses. That scenario "highlights the inequity" of the proposal, Mr. Culliton said.

MIT has notified the OMB it opposes the new limit, he added, both because of the inequity and because once an arbitrary limit to reimbursing universities for their costs is approved, it can be lowered again and again whenever the government needs to save money.

He added: "You just begin to crank it on down." ■

Universities That Would Get Less Overhead Money

	Administrative rate
Boston U.	41%
Syracuse U.	40%
Tufts U.	39%
Yeshiva U.	39%
Harvard Medical School	38%
New Mexico State U.	38%
Tulane U. Medical School	38%
Rockefeller U.	37%
U. of Connecticut	37%
U. of Mass. Medical School at Worcester	37%
Columbia U.	36%
U. of Michigan	36%
U. of Southern California	35%
New York U. Medical Center	34%
Cornell U. statutory units	33%
U. of Illinois at Chicago	33%
U. of Kentucky	33%
Brown U.	32%
Temple U.	32%
U. of Medicine and Dentistry of N.J.	32%
Vanderbilt U.	32%
Georgia Institute of Technology	31%
Mount Sinai School of Medicine	31%
State U. of New York at Buffalo	31%
State U. of New York at Stony Brook	31%
Carnegie Mellon U.	30%
Dartmouth College	30%
Emory U.	30%
Stanford U.	30%
U. of Pennsylvania	30%
Yale U.	30%
New York U.	30%
George Washington U.	29%
U. of California at Berkeley	29%
U. of Chicago	29%
U. of Vermont	29%
Baylor College of Medicine	28%
Case Western Reserve U.	28%
Cornell U. endowed units	28%
Georgetown U.	28%
North Carolina State U.	28%
Rutgers U.	28%
U. of California at Santa Barbara	28%
U. of Maryland at Baltimore	28%
U. of Miami Medical School	28%
U. of Virginia	28%
Washington U.	28%
Duke U.	27%
Oregon Health Sciences U.	27%
U. of California at Los Angeles	27%
U. of Cincinnati	27%
U. of Georgia	27%
U. of Kansas	27%
U. of Washington	27%
U. of Wisconsin at Madison	27%
Virginia Commonwealth U.	27%

Note: This list includes only institutions that are among the top 100 institutions receiving federal grants for research and development. In some cases, medical schools are treated as separate institutions. The rates listed here were in use as of January 5, 1991, for institutions that negotiate rates with the Office of Naval Research and as of July 26, 1991, for institutions that negotiate rates with the Department of Health and Human Services.

SOURCES: DEPARTMENT OF HEALTH AND HUMAN SERVICES AND OFFICE OF NAVAL RESEARCH

NIH Director Praised for Using Discretionary Funds to Provide Grants to Individual Researchers

By CHRISTOPHER MYERS
WASHINGTON

Bernadine P. Healy, the new director of the National Institutes of Health, has already found a use for much of the discretionary fund that came with her position.

Dr. Healy has set aside about $16-million of the $20-million fund for a new grant program to provide money to 300 to 500 scientists whose research proposals were judged highly meritorious but fell below the NIH cutoff for support. The program is called the Shannon Awards, after James A. Shannon, director of the NIH from 1955 to 1968.

An additional $14-million will be given to the program through Dr. Healy's transfer authority, which allows the NIH director to move up to 1 per cent of the various institutes' budgets to areas of serious need.

The discretionary fund and the transfer authority were approved by Congress in 1990 to make the NIH directorship more attractive. At the time, the Bush Administration was having difficulty finding someone to fill the position.

Dr. Healy, who took over the NIH in March, established the Shannon Awards in response to what many scientists see as a critical shortage of funds for individual researchers. The success rate for scientists applying for NIH grants has plunged to a predicted 26.9 per cent this year, from 34.9 per cent in 1987.

'Lack of Stability'

In announcing the award program, the NIH said the shortage of funds had caused "a lack of stability and predictability" that "has damaged research momentum and investigator morale."

The awards are intended to allow scientists who fall short of the financing cutoff line to carry on their research until the next grant cycle. Under the proposal, each researcher would receive $100,000, which would include both direct and indirect costs. The proposal puts a limit of 20 per cent on the rate that award winners can charge for overhead costs.

Lobbyists for biomedical research are pleased by the way Dr. Healy has used her discretionary fund. They especially have praised the speed with which Dr. Healy moved to use the fund, saying it is a promising indicator that she will be an activist, aggressive director.

The House of Representatives also apparently liked the Shannon program. In its fiscal 1992 spending bill for the NIH, the House provided an additional $9-million for the director's discretionary fund. In a report accompanying the bill for the institutes, lawmakers directed Dr. Healy to spend at least half of the $29-million fund on the Shannon Awards.

Lobbyists for scientific research said they were happy the House had provided extra money for the discretionary fund, but added that they hoped lawmakers would allow Dr. Healy to continue using the money as a true discretionary fund—that is, to address problems as they come up.

Several said they hoped that, if necessary, Dr. Healy would use the discretionary fund next year to ease budget cuts in the institutes' program of general-support grants for institutions conducting biomedical research. The program has a budget of $22-million this year. The Bush Administration gave the program no money in its budget request this year, but the House provided $15-million.

Some Express Concern

Some researchers expressed concern that the Shannon Awards were just a short-term response to a long-term problem and thus might divert attention from the larger crisis in biomedical-research support. Said David B. Moore, assistant director of the office of governmental relations of the Association of American Medical Colleges: "We have to recognize that this is a short-term measure. The need for strategic long-term planning is absolutely critical."

Some lobbyists said they were concerned that the way indirect costs were treated under the plan might be a sign that Dr. Healy planned severe cuts in the indirect-cost rate allowed by the institutes. Dr. Healy has repeatedly said she would like to play a role in reforming the indirect-cost-recovery system, but she has not offered any specific proposals.

In addition to the Shannon Awards, Dr. Healy also provided $1.5-million from her discretionary fund to support a conference, scheduled for later this year, on the institutes' initiative on women's health. ■

Throughout the 80's, Colleges Hired More Non-Teaching Staff Than Other Employees

By KAREN GRASSMUCK

Universities continued to hire more non-teaching staff members than any other type of employee through the end of the last decade, according to new federal data to be released in September.

According to the data, which were compiled by the U. S. Equal Employment Opportunity Commission, universities hired more non-teaching professionals than any other employees, including administrators. They hired nearly twice as many non-teaching staff members as faculty members.

The non-teaching or "other professionals" category encompasses a broad range of employees, including accountants, athletics coaches, bookkeepers, fund raisers, lawyers, and systems analysts.

The new data are in the EEOC's latest biennial survey of university employment. A summary of the survey, which gathered data from 3,156 colleges and universities for the academic year 1989-90, was obtained by *The Chronicle*.

The figures indicate that the pattern among universities to add new layers to their administrative staffs, a pattern that began in the 1970's, continued through the 1980's.

'Bureaucratic Bloat'

While academic observers say they expect the new figures to fuel the debate over "bureaucratic bloat" at universities, they also speculate that future surveys may document a decline, since universities have started to trim their ranks because of the recession.

According to the data, colleges and universities employed 343,699 middle-level professionals in academic 1989-90. That is 75,474 more than the institutions employed five years earlier, when the number was 268,225. The figures reflect an increase over five years of 28 per cent.

Over a 10-year period, the number of such employees grew by 62 per cent—rising from 212,127 in 1979-80 to 343,699 in 1989-90.

Administrative and managerial employees made up the second-fastest-growing category of university personnel. Universities employed 137,561 people in that category in 1989-90, an increase of 14 per cent over the 120,585 that worked at universities five years earlier. For the decade ending in 1989, that category grew by 25 per cent.

Less Growth for Professors

Although faculty members remain the single largest group of employees at colleges and universities, growth in their ranks was significantly less robust. Universities employed 514,622 faculty members in 1989-90, an increase of 8.6 per cent over the 1984-85 academic year and 14 per cent over 1979-80.

"There is real difficulty in trying to nail down the precise patterns of growth because of the complexity of the data and the institutions."

Administrators and other observers have long suspected that academic staffs were getting larger, but only last year did they discover that EEOC data could be used as a tool to study staffing patterns in universities across the country.

Data analyzed in that year showed that from 1975 to 1985, the latest year for which federal figures were then available, growth had been strongest in the middle-level professional category (*The Chronicle*, March 28, 1990). In that period, the rate of growth in the number of "other professionals" employed at universities dwarfed the rate in every other employment category. The number of employees in that category in 1985 was 61.1 per cent more than the number employed in 1975.

Complying With Laws

Analysts say the expansion occurred mainly because more staff members had been hired to meet governmental demands for compliance with an increasing number of federal and state laws. They range from environmental-health and safety rules to requirements that universities show that students who receive federal financial aid do not use drugs.

Some of the growth is a by-product of the rise in federal research dollars, observers say: Universities had to hire more administrators to handle the money.

The phenomenon of the swelling academic staff has begun to attract the interest of scholars.

In 1990, W. Lee Hansen, a professor of economics on the Madison campus of the University of Wisconsin, published one of the first scholarly studies that employed EEOC data. Mr. Hansen used the information to examine employment growth at universities. He warned that the figures might present an incomplete picture of academic-staffing trends since the data did not account for part-time employees. Further, methods used by many universities to collect the numbers are imprecise, he says.

"There is real difficulty in trying to nail down the precise patterns of growth because of the complexity of the data and the institutions," Mr. Hansen said in an interview. Still, the survey is useful since it is the "single comprehensive source of data" on academic employment.

Hopes to Use Data in Study

William Potter, a doctoral candidate in higher-education administration at Michigan State University, hopes to use the data to study the growth and evolution of middle management at Michigan's independent colleges.

Mr. Potter, who is assistant provost and registrar at Alma College, said his dissertation topic was the result of his observation of growth in the college's staff. For example, he said, the number of grant administrators at Alma grew to 60 today from 20 in 1975, while the numbers of faculty members and students at the college remained constant.

Critics were quick to hail the EEOC data as fresh evidence of bureaucratic bloat in academe. Chester E. Finn, a former Department of Education official in the Reagan Administration and an advocate of reform of many university policies, said in an interview that the numbers represent "the cellulite of the academic world."

Yet Mr. Finn noted that universities have begun this year to shed many administrative employees in order to cut costs. "What may well turn out to be conscientious efforts to reduce the ranks of employees may not show up in the data yet," he said.

Some colleges, having concluded that their bureaucracies are too large, are doing something about it. Among them, the City College of San Francisco got rid of 10 administrative positions in May. The posts of two provosts, two vice-chancellors, and six vice-presidents were eliminated.

Said the college's chancellor, Evan S. Dobelle: "It is the consensus of this college that education through bureaucracy doesn't work." ■

Staff Changes at Colleges and Universities, 1985-1990

	1985	1989-90	Change
Full-time faculty members	473,537	514,622	+ 8.6%
Executive, administrative, and managerial employees	120,585	137,561	+14.1%
Other professionals	**268,225**	**343,699**	**+28.1%**
Secretarial, clerical employees	330,196	370,336	+12.2%
Technical, paraprofessional staff	129,913	147,569	+13.6%
Skilled crafts people	58,019	63,728	+ 9.8%
Service, maintenance personnel	196,612	201,973	+ 2.7%
Total	1,577,087	1,779,488	+12.8%

Full-time employees at approximately 3,000 U.S. colleges and universities.

SOURCE: U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

GE Fund Gives 16 Colleges $3-Million for a 'Faculty of the Future' Program

FAIRFIELD, CONN.

Sixteen colleges and universities will share just over $3-million in awards from the General Electric Foundation under its Faculty of the Future program.

The program seeks to encourage women and members of minority groups to pursue academic careers in engineering, science, and business. The foundation plans to give the program $15-million to $20-million over the the next decade.

"Since changing demographics indicate greater numbers of women and minorities entering the work force, there is a need to help more women and underrepresented minorities become faculty in America's colleges and universities," said Clifford V. Smith, Jr., the foundation's president.

Citing data from the Engineering Manpower Commission, Mr. Smith said more than 5,000 engineering Ph.D.'s had been granted last year, but only 9 per cent of them had gone to women and fewer than 2 per cent to blacks, Hispanics, and American Indians combined.

The foundation invited 30 colleges and universities to submit proposals for grants this year. The awards included:

- A total of more than $2.3-million to seven doctoral institutions, including Cornell, Michigan State, Purdue, Syracuse and Texas A&M Universities; the Massachusetts Institute of Technology; and the University of Iowa. The grants will support undergraduate research programs, forgivable loans, and junior faculty members.
- $400,000 in grants to finance forgivable loans for doctoral business students at Case Western, Northwestern, and Texas A&M Universities, and the University of Pennsylvania. Loans to students who enter academic careers would be forgiven, while students who receive the loans and pursue other kinds of careers would be required to repay them. The universities would "recycle" the payments as loans to other students.
- $375,000 in grants to Mount Holyoke and Smith Colleges and the Johns Hopkins, Morehouse, and Xavier (La.) Universities for undergraduate research programs.

—LIZ McMILLEN

PRIVATE SUPPORT

Foundation Grants

MARY REYNOLDS BABCOCK FOUNDATION
102 Reynolda Village
Winston-Salem, N.C. 27106-5123
Enrollment. For programs to improve student retention: $330,000 to Winston-Salem State U.

DONALD E. AND DELIA BAXTER FOUNDATION
201 South Lake Avenue
Pasadena, Cal. 91101-3091
Genetics. For development of an automated human-chromosome mapper: $300,000 to California Institute of Technology.

BELLSOUTH FOUNDATION
c/o BellSouth Corporation
1155 Peachtree Street, N.E.
Atlanta 30367-6000
Telecommunications. For faculty and curricular development in the telecommunications program: $100,000 to Barry U.

BOOTH FERRIS FOUNDATION
30 Broad Street
New York 10004
Teacher education. For support of minority-group students studying to be teachers: $30,000 to Wake Forest U.

HAROLD K. L. CASTLE FOUNDATION
629 Kailua Road
Kailua, Hawaii 96734
Facilities. For classroom expansion, furniture, and instructional equipment: $500,000 to Hawaii Pacific U.

SAMUEL N. AND MARY CASTLE FOUNDATION
222 Merchant Street, Honolulu 96813
Facilities. For renovation and expansion of the library: $350,000 to Hawaii Pacific U.

DUKE ENDOWMENT
200 South Tryon Street
Charlotte, N.C. 28202
Medicine. For programs in family medicine: $200,000 to Duke U. Medical Center.
Student aid. For scholarships in the divinity school: $100,000 to Duke U.

FORD FOUNDATION
320 East 43rd Street
New York 10017
Agriculture. For research on farmers' technical agricultural knowledge and practices in the rain-fed areas of the Sudan: $80,000 to U. of Khartoum (Sudan).
Families. For the Empowerment and Family Support Project: $300,000 over two years to Cornell U.
—To evaluate the Families and Classrooms Together Project in public preschools in New Orleans: $200,000 over two years to Tulane U.
India. For research on the relation between household economics and reproductive health and child survival in India: $250,000 over two years to Harvard U.
Natural resources. To study how changing rural land-use patterns affect rural policy in Thailand: $175,000 over two years to Chulalongkorn U. (Thailand).
—For a study of participatory management of natural resources in the Indian subcontinent: $98,000 to Oxford U. (Britain).
—For a study of water-resource management along the U.S.-Mexico border: $225,000 over 20 months to U. of Arizona.
Nursing. To evaluate programs that train health-care paraprofessionals to become nurses: $200,000 over two years to National League for Nursing.
Urban issues. To recruit and train minority-group members to study urban poverty and to collaborate on new research methods and joint training activities: $558,000 to U. of California at Los Angeles and $501,000 to U. of Michigan.
—For interdisciplinary research on housing and the urban infrastructure in the Tijuana metropolitan area: $117,000 over two years to National Association of Universities and Institutions of Higher Education (Mexico).

HELENE FULD HEALTH TRUST
c/o Townley and Updike
405 Lexington Avenue
New York 10174
Nursing. For computer equipment for the nursing department: $101,332 to Bloomsburg U.

Gifts & Bequests

Texas Tech University. For support of programs: $400,000 from an anonymous donor.
University of Alabama. For a new library for the business school: $4-million from Angelo Bruno.
University of Kansas. For scholarships: $192,826 from the estate of Eunice Harkey Melik.
Western Washington University. For student aid: $435,000 from the estate of Katherine A. Brunken.

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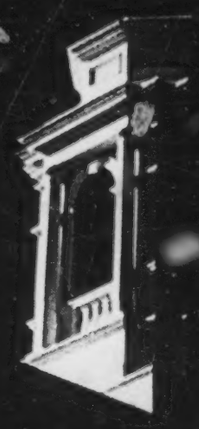

Almanac

The Cover
Rutgers University
Don Hamerman

FACTS ABOUT THE U.S., EACH OF THE 50 STATES, AND D.C.

Demographics
Population; age distribution;
racial and ethnic distribution;
educational attainment of adults;
per-capita personal income;
new high-school graduates, 1991-92 and 2001-02;
new GED diploma recipients;
high-school dropout rate

★

Political Leadership
Governor; governor's higher-education adviser;
U.S. Senators; U.S. Representatives; legislature

★

Colleges and Universities
Number of institutions by type;
statewide coordinating board;
private-college association;
institutions censured by the AAUP;
institutions under NCAA sanctions

★

Faculty Members
Number of full-time faculty members by rank;
average pay of full-time professors

★

Students
Enrollment by type of institution,
level of study, and racial and ethnic group;
proportion of female students,
of full-time students,
of minority students, and of foreign students;
minority students by type of institution;
degrees awarded; residence of new students;
test-score averages

★

Money
Average tuition and fees;
expenditures; state funds for operating
expenses and student aid;
salary of chief executive
of largest public four-year campus;
spending on research and development
by universities;
federal spending on education, student aid,
and research and development;
largest endowment; top fund raisers

Almanac illustrations by Max-Karl Winkler

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THE CHRONICLE OF HIGHER EDUCATION

Almanac

Vol. XXXVIII, No. 1 ★ August 28, 1991

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THE NATION

BUFFETED BY FINANCIAL PRESSURES and inundated by scandals ranging from athletics to research, American higher education is entering 1991-92 bruised and beleaguered.

The nation's 3,500 colleges and universities have been showered with negative publicity in recent years. Among the troubles in academe:

- Accusations that universities have billed the U.S. government for improper overhead charges in connection with federally sponsored research.
- Incidents of scientific fraud and misconduct.
- An investigation by the Justice Department of what it perceives to be antitrust violations by colleges in awarding financial aid and in setting tuition and admissions policies.
- Accusations of "political correctness" in the way colleges recruit, hire, and reward their professors—and in the way many professors teach.
- Criticism from minority groups that colleges are moving too slowly in diversifying the student population and faculty.

Certainly this is not the first time that colleges have been on the defensive. What is different now is the conjunction of so many strains on higher education. Educators could probably deal with any one of the strains, taken separately, but the fact that they are occurring simultaneously has made managing them all the more difficult.

College presidents, administrators, scholars, and trustees sense that the good will they once enjoyed from the American public has ebbed. Many academics are frustrated by the bad publicity, and some complain that the news media have exaggerated or oversimplified the problems.

Whether or not the perception is fair, the reality is that higher education is increasingly viewed as a business, with some of the same basic concerns as any company: namely, money and image.

And money and image will indeed be major concerns for colleges in 1991-92.

Across the nation, the news about state budgets is almost uniformly bad. The recession has led to short-term cuts for higher education, but it has also inspired long-term thinking about the need for colleges to become leaner—and better managed.

The recession's consequences have been dire for many public institutions. Tuition is rising faster than expected. Pay raises that faculty members were anticipating may fall through or be reduced. Some states are limiting enrollment.

Many private colleges are faring no better. Rising costs and dwindling resources are forcing many of them to reduce their work forces. Some institutions are going one step further: setting priorities and looking for ways to restructure their operations dramatically.

Fiscal constraints will also prevail at the federal level, limiting the amount of new money provided for student-aid programs or for improving campus facilities.

Congress, in preparing to reauthorize the Higher Education Act, debated substantial changes in federal student-aid policies. Any such changes would take effect in 1994-95, but there is no guarantee that money will be available to pay for them.

The federal government is also reallocating funds, robbing some programs to finance others. Many scientists are concerned, for example, that too much government money is going into such "big science" projects as the Superconducting Supercollider and the space station, at the expense of smaller projects that they see as equally important to science—or more so.

Furthermore, colleges and universities can expect a brighter spotlight on the way they spend money.

The national scandal over questionable or improper overhead costs that universities have billed to the federal government has resulted in some of the country's most prominent institutions' being mocked as greedy. Overhead costs are indirect expenses that universities incur in conducting federally sponsored research. Congress and the Office of Management and Budget are now pushing for new limits on the rate at which institutions will be reimbursed for overhead costs.

EDUCATORS MAY HAVE HOPED that the Justice Department's antitrust investigation of a number of colleges would end after eight Ivy League institutions agreed to stop comparing the aid packages of students. However, the inquiry is expected to go on, since the department has requested detailed admissions information from at least 15 colleges and universities.

Sports programs also can expect to undergo more government scrutiny. A House subcommittee is in the midst of a series of hearings on college-athletics issues, and a half-dozen bills are under consideration. Meanwhile, the skyrocketing costs of athletics programs have led some institutions to eliminate teams in certain sports.

Ethnicity is at the root of a broad set of concerns that will continue to stir controversy on campuses. In the past, the federal government pushed colleges to open their doors to minority students. Now, many campus officials feel their attempts to increase racial and ethnic diversity on their campuses are at odds with the conservative notions of the Bush Administration.

The government can be expected to weigh in on several of these matters. The Education Department is likely to rule this fall on the legality of scholarships that are reserved for members of certain minority groups. Another debate concerns whether accrediting agencies should hold institutions accountable when they profess a commitment to increasing ethnic diversity on their campuses. Education Secretary Lamar Alexander contends that accrediting bodies should stay out of such issues.

Dramatic changes occurred on campuses as colleges sought to recruit more minority students and professors and to make the climate more hospitable to them. Colleges are facing competing pressures—both to slow down and to move faster, as they make changes in the name of "multiculturalism."

During the last academic year, a backlash erupted against affirmative action and other policies that critics felt went too far, as well as against the efforts to broaden the curriculum to include new perspectives. Critics accused academe of operating under a "politically correct" mentality, while educators hurled countercharges of misrepresentation and right-wing posturing.

Amid the shouting, efforts to broaden the curriculum did take place—with and without rancor—on some campuses. The debate in the humanities remains lively, pitting those who look at issues of race, class, and gender in whatever they are studying against those who opt for a more traditional literary and historical outlook.

Colleges also have been attracting attention for the misbehavior of their students. Drug raids at fraternities, instances of date rape, and other such excesses have prompted calls for colleges to take more control over their students.

As colleges struggle to deal with a full plate of problems in 1991-92, one thing is clear: Optimism is in short supply.

DEMOGRAPHICS

Population: 248,709,873

Age distribution:

Up to 17	25.6%
18 to 24	10.8%
25 to 44	32.5%
45 and older	31.1%

Racial and ethnic distribution:

American Indian	0.8%
Asian	2.9%
Black	12.1%
White	80.3%
Other and unknown	3.9%
Hispanic (may be any race)	9.0%

Educational attainment of adults:

At least 4 years of high school	66.5%
At least 1 to 3 years of college	31.9%
At least 4 years of college	16.2%

Per-capita personal income: $18,685

New high-school graduates in:

1991-92 (estimate)	2,441,054
2001-02 (estimate)	2,823,872

New GED diploma recipients: 409,898

High-school dropout rate: 28.9%

POLITICAL LEADERSHIP

[illegible]), term ends 1993

Vice-President:
Dan Quayle (R), term ends 1993

Secretary of Education:
Lamar Alexander

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	595
Public 2-year institutions	968
Private 4-year institutions	1,532
Private 2-year institutions	440
Total	3,535

Vocational institutions: 7,071

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	112,892
Associate professor	90,342
Assistant professor	88,455
Instructor	21,896
Lecturer	7,400
No rank	48,127
Total	369,112

Average pay of full-time professors:

At public 4-year institutions	$42,355
At public 2-year institutions	$34,404
At private 4-year institutions	$39,860
At private 2-year institutions	$24,601
At all institutions	$39,965
Men (all institutions)	$42,629
Women (all institutions)	$33,936

STUDENTS

Enrollment:

Total	13,457,855
At public 4-year institutions	5,694,202
At public 2-year institutions	4,820,771
At private 4-year institutions	2,680,192
At private 2-year institutions	262,690
Undergraduate	11,665,643
First-time freshmen	2,353,236
Graduate	1,518,484
Professional	273,728
American Indian	92,534
Asian	496,688
Black	1,129,580
Hispanic	679,962
White	10,283,176
Foreign	361,178

Enrollment highlights:

Women	54.3%
Full-time	56.7%
Minority	18.9%
Foreign	2.8%
10-year change in total enrollment	Up 15.0%

Proportion of enrollment made up of minority students:

At public 4-year institutions	16.9%
At public 2-year institutions	23.0%
At private 4-year institutions	15.3%
At private 2-year institutions	23.7%

Degrees awarded:

Associate	435,210
Bachelor's	1,017,667
Master's	309,762
Doctorate	35,759
Professional	70,758

Residence of new students: 81% of all freshmen attended colleges in their home states.

Test scores: Students averaged 18.6 on the A.C.T. and 896 on the S.A.T.

MONEY

Average tuition and fees:

At public 4-year institutions	$1,781
At public 2-year institutions	$758
At private 4-year institutions	$8,446
At private 2-year institutions	$5,324

Expenditures:

Public institutions	$63,193,853,000
Private institutions	$34,341,889,000

State funds for higher-education operating expenses: $40,887,720,000

Two-year change: Up 12%

State spending on student aid:
Need-based: $1,695,384,000; 1,423,610 awards
Non-need-based: $233,682,000; 256,946 awards
Other: $221,966,000

Total spending on research and development by doctorate-granting universities: $14,743,186,000

Sources:

Federal government	59.9%
State and local governments	8.2%
Industry	6.5%
The institution itself	18.2%
Other	7.2%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$1,287,089,000
GI Bill	$342,750,000
Pell Grants	$4,323,651,000

Total federal spending on college- and university-based research and development: $7,717,052,000

Selected programs:

Department of Health and Human Services	$4,127,351,000
National Science Foundation	$998,296,000
Department of Defense	$1,194,161,000
Department of Agriculture	$321,444,000
Department of Energy	$408,042,000

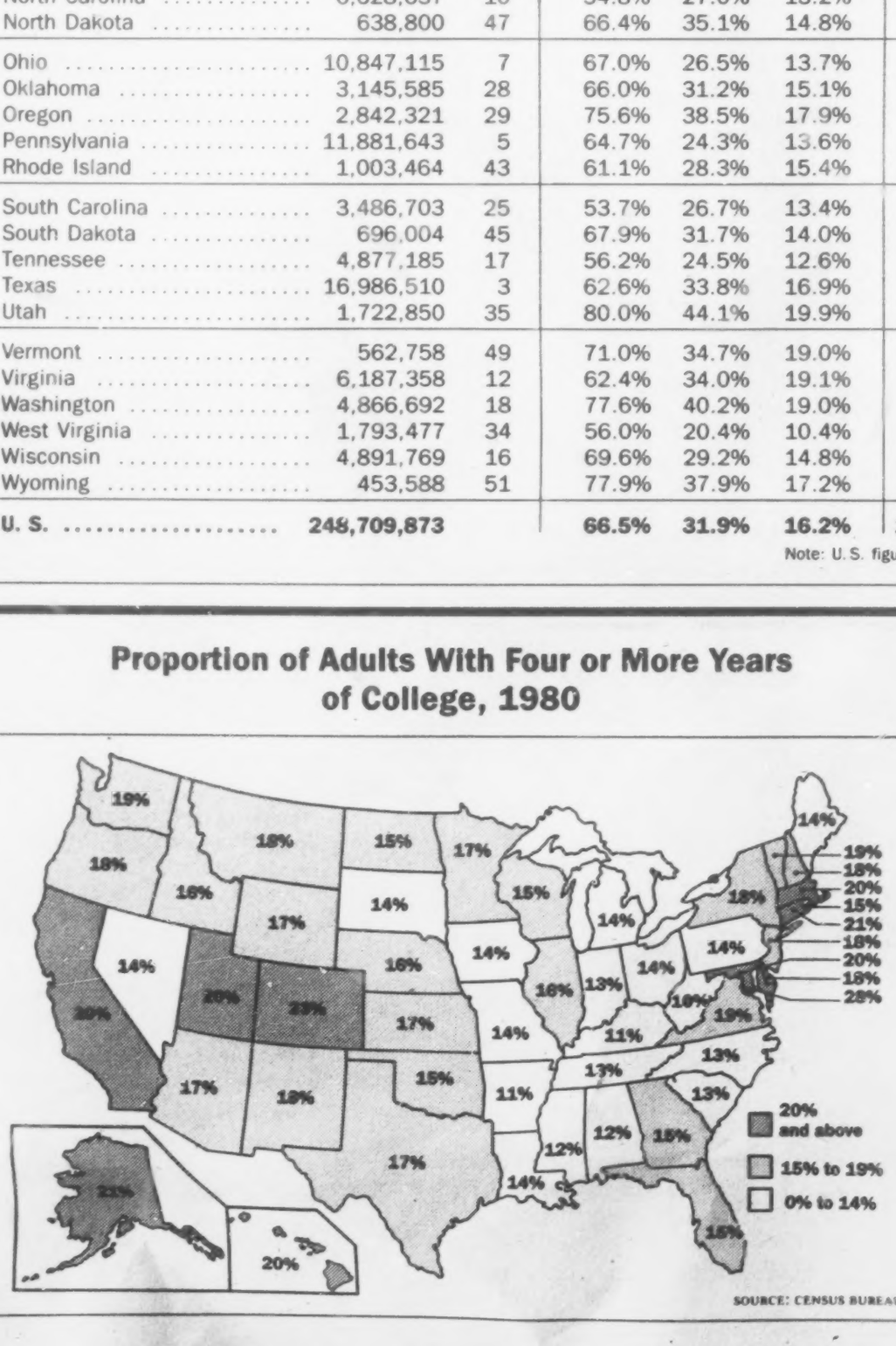
The Nation

- Population
- Educational attainment of adults
- High-school graduates
- High-school dropout rate
- Number of institutions
- Faculty members

	1990 population	Rank	Educational attainment of adults in 1980: 4 years of high school	1-3 years of college	4 years of college	1991-92 high-school graduates	High-school dropout rate in 1988	Number of institutions, fall 1989: Public 4-year	Public 2-year	Private 4-year	Private 2-year	Total	Faculty members, 1989-90
Alabama	4,040,587	22	56.5%	24.7%	12.2%	39,939	25.1%	18	37	18	14	87	5,807
Alaska	550,043	50	82.5%	43.7%	21.1%	6,197	34.5%	3	0	4	1	8	669
Arizona	3,665,228	24	72.4%	38.0%	17.4%	31,096	38.9%	3	17	14	3	37	4,737
Arkansas	2,350,725	33	55.5%	22.3%	10.8%	26,725	22.8%	10	10	10	7	37	2,777
California	29,760,021	1	73.5%	42.0%	19.6%	251,306	34.1%	31	107	140	32	310	33,792
Colorado	3,294,394	26	78.6%	44.1%	23.0%	32,598	25.3%	13	15	17	9	54	5,255
Connecticut	3,287,116	27	70.3%	35.9%	20.7%	29,719	15.1%	7	17	21	3	48	5,597
Delaware	666,168	46	68.6%	32.4%	17.5%	6,937	28.3%	2	3	5	0	10	1,257
District of Columbia	606,900	48	67.1%	41.5%	27.5%	3,976	41.8%	2	0	15	0	17	3,383
Florida	12,937,926	4	66.7%	31.6%	14.9%	96,709	42.0%	10	28	43	14	95	11,181
Georgia	6,478,216	11	56.4%	27.9%	14.6%	63,625	39.0%	19	28	32	16	95	7,414
Hawaii	1,108,229	41	73.8%	38.8%	20.3%	11,686	30.9%	3	6	5	0	14	1,604
Idaho	1,006,749	42	73.7%	37.2%	15.8%	11,825	24.6%	4	2	3	2	11	1,532
Illinois	11,430,602	6	66.5%	31.4%	16.2%	114,923	24.4%	12	47	91	16	166	17,634
Indiana	5,544,159	14	66.4%	24.6%	12.5%	61,219	23.7%	14	14	41	9	78	8,876
Iowa	2,776,755	30	71.5%	28.6%	13.9%	30,788	14.2%	3	15	34	6	58	5,107
Kansas	2,477,574	32	73.3%	34.2%	17.0%	25,671	19.8%	8	21	22	3	54	4,729
Kentucky	3,685,296	23	53.1%	21.8%	11.1%	36,692	31.0%	8	14	24	13	59	5,030
Louisiana	4,219,973	21	57.7%	26.7%	13.9%	41,494	38.6%	14	6	10	4	34	5,821
Maine	1,227,928	38	68.7%	29.4%	14.4%	13,533	25.6%	8	5	13	5	31	1,935
Maryland	4,781,468	19	67.4%	34.9%	20.4%	43,539	25.9%	14	19	21	3	57	6,478
Massachusetts	6,016,425	13	72.2%	35.8%	20.0%	55,444	30.0%	14	16	71	16	117	15,167
Michigan	9,295,297	8	68.0%	30.0%	14.3%	102,695	26.4%	15	29	48	5	97	13,328
Minnesota	4,375,099	20	73.1%	34.5%	17.4%	49,837	9.1%	10	26	34	11	81	7,137
Mississippi	2,573,216	31	54.8%	25.6%	12.3%	25,072	33.1%	9	20	12	6	47	3,994
Missouri	5,117,073	15	63.5%	27.2%	13.9%	52,082	26.0%	13	14	52	10	89	7,234
Montana	799,065	44	74.4%	36.5%	17.5%	9,086	12.7%	6	7	3	3	19	1,409
Nebraska	1,578,385	36	73.4%	32.8%	15.5%	18,210	14.6%	7	13	14	2	36	2,656
Nevada	1,201,833	39	75.5%	35.1%	14.4%	9,886	24.2%	2	4	1	1	8	1,056
New Hampshire	1,109,252	40	72.3%	35.1%	18.2%	11,359	25.9%	5	7	12	5	29	1,907
New Jersey	7,730,188	9	67.4%	31.5%	18.3%	78,401	22.6%	14	19	25	4	62	8,534
New Mexico	1,515,069	37	68.9%	34.7%	17.6%	16,709	28.1%	6	16	4	0	26	2,123
New York	17,990,455	2	66.3%	32.2%	17.9%	158,845	37.7%	42	48	186	50	326	36,015
North Carolina	6,628,637	10	54.8%	27.0%	13.2%	63,676	33.3%	16	58	37	15	126	9,627
North Dakota	638,800	47	66.4%	35.1%	14.8%	7,669	11.7%	6	9	4	1	20	1,366
Ohio	10,847,115	7	67.0%	26.5%	13.7%	121,401	20.4%	25	36	65	26	152	15,232
Oklahoma	3,145,585	28	66.0%	31.2%	15.1%	33,668	28.3%	14	14	13	6	47	4,463
Oregon	2,842,321	29	75.6%	38.5%	17.9%	24,968	27.0%	8	13	24	1	46	4,550
Pennsylvania	11,881,643	5	64.7%	24.3%	13.6%	119,577	21.6%	43	18	103	53	217	20,219
Rhode Island	1,003,464	43	61.1%	28.3%	15.4%	8,702	30.2%	2	1	8	0	11	2,269
South Carolina	3,486,703	25	53.7%	26.7%	13.4%	36,111	35.4%	12	21	20	11	64	5,079
South Dakota	696,004	45	67.9%	31.7%	14.0%	7,659	20.4%	7	0	10	2	19	1,234
Tennessee	4,877,185	17	56.2%	24.5%	12.6%	46,305	30.7%	10	14	42	20	86	7,216
Texas	16,986,510	3	62.6%	33.8%	16.9%	181,144	34.7%	40	67	56	11	174	21,091
Utah	1,722,850	35	80.0%	44.1%	19.9%	25,369	20.6%	4	5	2	3	14	3,759
Vermont	562,758	49	71.0%	34.7%	19.0%	6,147	21.3%	4	2	13	3	22	1,438
Virginia	6,187,358	12	62.4%	34.0%	19.1%	64,289	28.4%	15	24	33	6	78	10,188
Washington	4,866,692	18	77.6%	40.2%	19.0%	45,846	22.9%	6	27	20	2	55	6,756
West Virginia	1,793,477	34	56.0%	20.4%	10.4%	20,982	22.7%	12	4	9	3	28	2,444
Wisconsin	4,891,769	16	69.6%	29.2%	14.8%	53,930	15.1%	13	17	28	3	61	10,016
Wyoming	453,588	51	77.9%	37.9%	17.2%	5,783	11.7%	1	7	0	1	9	990
U. S.	**248,709,873**		**66.5%**	**31.9%**	**16.2%**	**2,441,054**	**28.9%**	**595**	**968**	**1,532**	**440**	**3,535**	**369,112**

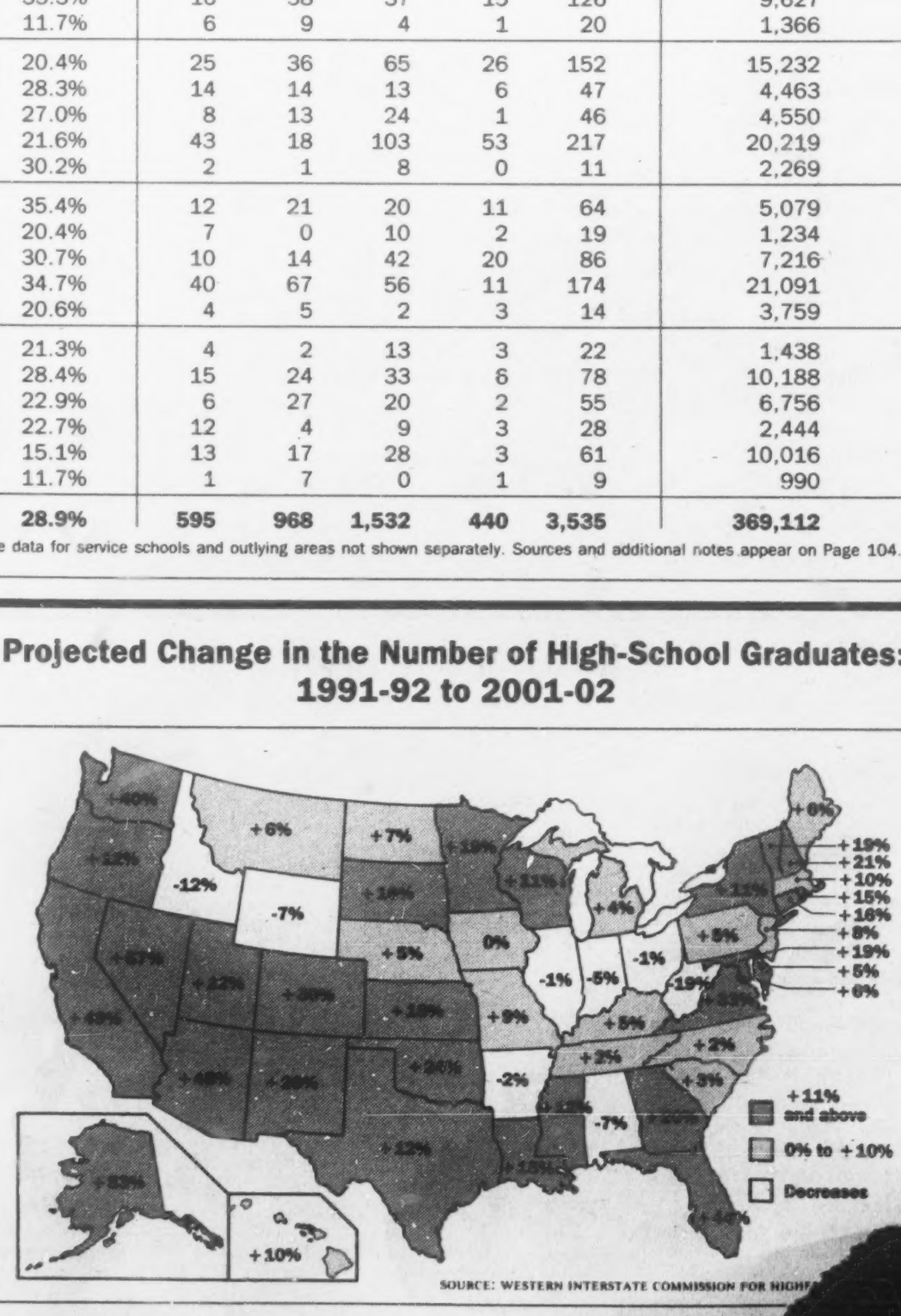
Note: U.S. figures may include data for service schools and outlying areas not shown separately. Sources and additional notes appear on Page 104.

Proportion of Adults With Four or More Years of College, 1980



SOURCE: CENSUS BUREAU

Projected Change in the Number of High-School Graduates: 1991-92 to 2001-02



SOURCE: WESTERN INTERSTATE COMMISSION FOR HIGH

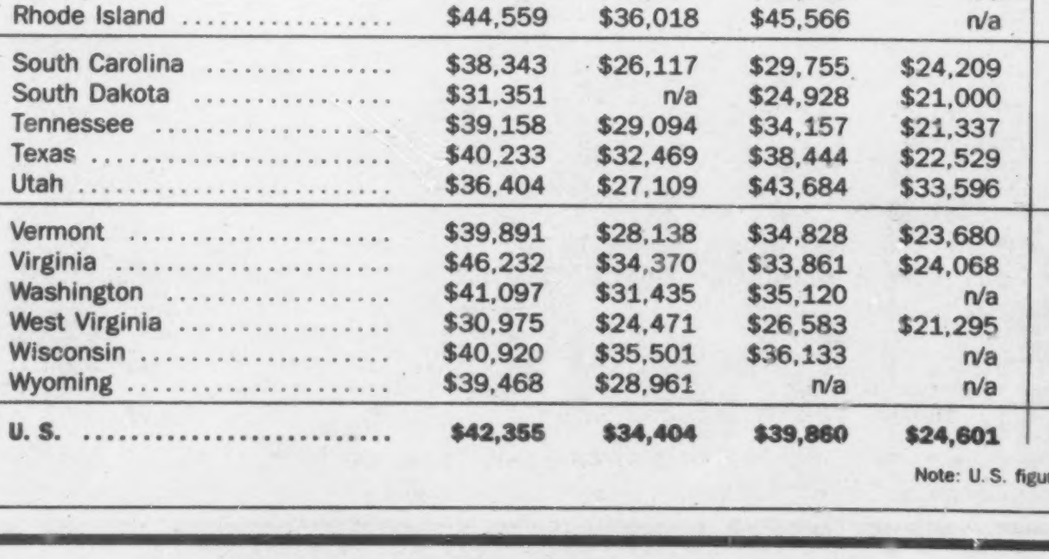
BEST AVAILABL

- Average pay of full-time faculty members
- Enrollment

	Average pay of full-time faculty members, 1989-90				Enrollment, fall 1989								
	Public 4-year	Public 2-year	Private 4-year	Private 2-year	Public 4-year	Public 2-year	Private 4-year	Private 2-year	All undergraduate	First-time freshmen	Graduate	Professional	Total
Alabama	$35,386	$30,644	$29,760	$23,961	121,155	66,420	17,526	3,461	185,592	44,003	19,921	3,049	208,562
Alaska	$45,280	n/a	$37,976	n/a	26,274	0	2,064	289	27,518	2,397	1,109	0	28,627
Arizona	$43,465	$37,413	$32,987	n/a	96,276	143,038	11,371	1,929	226,120	61,241	25,059	1,435	252,614
Arkansas	$33,369	$25,471	$28,116	$23,969	58,662	17,754	9,916	2,240	80,962	18,398	6,195	1,415	88,572
California	$52,765	$35,482	$44,071	$33,148	494,099	1,040,110	201,938	8,732	1,546,687	273,783	166,676	31,516	1,744,879
Colorado	$41,043	$27,701	$40,380	n/a	107,324	68,526	19,756	5,508	178,680	35,002	19,448	2,986	201,114
Connecticut	$49,930	$41,081	$46,894	$27,639	65,427	44,270	58,068	1,673	134,354	28,393	31,811	3,273	169,438
Delaware	$42,074	$35,401	$36,537	n/a	23,080	9,957	7,525	0	35,757	8,227	3,277	1,528	40,562
District of Columbia	$42,195	n/a	$45,186	n/a	12,439	0	67,361	0	49,611	9,030	21,994	8,195	79,800
Florida	$41,741	$34,100	$36,225	$22,834	168,576	312,293	87,818	5,025	515,560	69,357	50,718	7,434	573,712
Georgia	$38,118	$30,925	$35,198	$23,326	136,239	50,537	42,284	10,148	202,793	50,914	28,288	8,127	239,208
Hawaii	$43,535	$35,317	$25,466	n/a	23,111	20,533	10,544	0	47,361	8,675	6,389	438	54,188
Idaho	$34,430	$29,090	$26,893	$24,436	33,093	5,354	2,315	8,207	42,489	10,360	6,014	466	48,969
Illinois	$41,181	$38,201	$41,728	$24,667	194,913	341,730	164,985	8,309	607,274	125,519	85,452	17,211	709,937
Indiana	$39,556	$25,442	$37,668	$28,825	181,286	35,147	56,433	2,955	239,557	54,891	30,934	5,330	275,821
Iowa	$45,619	$29,047	$32,499	$26,936	68,221	48,668	50,955	2,057	142,936	37,583	21,218	5,747	169,901
Kansas	$39,129	$29,453	$24,238	$19,878	89,180	55,954	12,461	902	137,164	26,915	19,134	2,199	158,497
Kentucky	$35,739	$26,596	$28,287	$17,797	102,332	34,965	22,261	6,456	145,315	30,242	17,307	3,392	166,014
Louisiana	$32,579	$26,641	$38,664	n/a	133,856	17,877	25,859	2,335	154,376	29,415	19,879	5,672	179,927
Maine	$38,389	$28,683	$36,923	$27,740	34,233	6,278	16,277	1,442	53,275	9,484	4,326	629	58,230
Maryland	$43,686	$38,560	$41,126	$20,076	110,167	107,395	37,043	721	216,118	31,486	34,829	4,379	255,326
Massachusetts	$47,079	$36,110	$48,138	$25,912	112,222	75,550	225,041	13,663	341,563	70,780	71,901	13,012	426,476
Michigan	$44,081	$39,648	$33,757	$23,095	255,555	224,159	75,567	5,039	492,910	93,725	56,358	11,052	560,320
Minnesota	$42,342	$38,119	$35,303	$25,670	134,896	63,714	49,381	5,106	222,852	49,123	24,674	5,571	253,097
Mississippi	$33,602	$26,972	$30,290	$17,156	56,716	46,319	10,329	3,006	104,352	27,244	9,848	2,170	116,370
Missouri	$37,006	$33,514	$34,573	$23,706	121,045	71,277	83,468	2,715	236,742	41,544	33,129	8,634	278,505
Montana	$31,305	$26,029	$25,871	$24,048	28,461	4,736	3,231	1,232	34,008	6,365	3,441	211	37,660
Nebraska	$38,069	$24,603	$31,514	$19,936	59,221	32,116	16,824	683	95,189	21,786	11,026	2,629	108,844
Nevada	$41,104	$33,411	$27,454	$33,250	27,085	29,099	264	23	51,610	8,455	4,666	195	56,471
New Hampshire	$39,166	$28,982	$41,379	$16,851	24,688	8,201	24,432	1,279	50,714	10,425	7,236	650	58,600
New Jersey	$46,741	$39,293	$46,510	n/a	135,101	118,443	56,648	3,899	266,876	48,241	41,075	6,140	314,091
New Mexico	$37,099	$27,328	$29,226	$21,911	47,591	31,768	1,991	0	70,425	11,378	10,310	615	81,350
New York	$49,452	$41,741	$42,631	$25,709	358,538	242,049	394,521	23,022	828,344	162,398	163,025	26,761	1,018,130
North Carolina	$40,473	$24,915	$34,592	$17,948	144,413	132,649	63,205	5,134	307,980	66,320	30,622	6,799	345,401
North Dakota	$32,768	$27,642	$24,897	$32,177	29,718	7,783	2,672	177	36,334	8,558	2,871	1,145	40,350
Ohio	$44,721	$33,091	$34,799	$20,775	284,356	127,717	108,132	30,524	478,698	108,393	60,189	11,842	550,729
Oklahoma	$35,665	$29,554	$36,182	n/a	94,688	56,722	18,497	5,948	151,543	30,031	20,810	3,502	175,855
Oregon	$35,504	$32,887	$34,257	$24,894	66,775	74,536	20,225	286	143,093	27,233	15,105	3,624	161,822
Pennsylvania	$42,983	$36,545	$40,832	n/a	234,784	100,317	214,270	60,986	523,380	148,334	73,158	13,819	610,357
Rhode Island	$44,559	$36,018	$45,566	n/a	25,204	15,400	35,899	0	66,920	13,308	9,286	297	76,503
South Carolina	$38,343	$26,117	$29,755	$24,209	79,252	39,387	22,490	4,601	125,407	33,752	17,892	2,431	145,730
South Dakota	$31,351	n/a	$24,928	$21,000	25,075	0	7,232	359	28,851	6,390	3,320	495	32,666
Tennessee	$39,158	$29,094	$34,157	$21,337	107,780	59,276	45,666	6,144	192,321	37,846	21,308	5,237	218,866
Texas	$40,233	$32,469	$38,444	$22,529	410,392	372,103	90,771	4,593	766,863	132,051	95,487	15,509	877,859
Utah	$36,404	$27,109	$43,684	$33,596	54,444	25,179	34,164	1,028	104,394	20,374	9,191	1,230	114,815
Vermont	$39,891	$28,138	$34,828	$23,680	16,127	4,798	12,921	2,100	31,510	6,642	3,834	602	35,946
Virginia	$46,232	$34,370	$33,861	$24,068	158,260	129,364	54,389	2,271	297,369	47,098	40,818	6,097	344,284
Washington	$41,097	$31,435	$35,120	n/a	78,387	142,975	32,455	1,943	234,974	66,853	17,864	2,922	255,760
West Virginia	$30,975	$24,471	$26,583	$21,295	62,227	10,251	7,196	2,781	72,115	18,318	8,891	1,449	82,455
Wisconsin	$40,920	$35,501	$36,133	n/a	151,146	94,822	43,551	1,153	261,620	54,348	25,463	3,589	290,672
Wyoming	$39,468	$28,961	n/a	n/a	12,335	16,218	0	606	26,148	5,890	2,807	204	29,159
U. S.	**$42,355**	**$34,404**	**$39,860**	**$24,601**	**5,694,202**	**4,820,771**	**2,680,192**	**262,690**	**11,665,643**	**2,353,236**	**1,518,484**	**273,728**	**13,457,855**

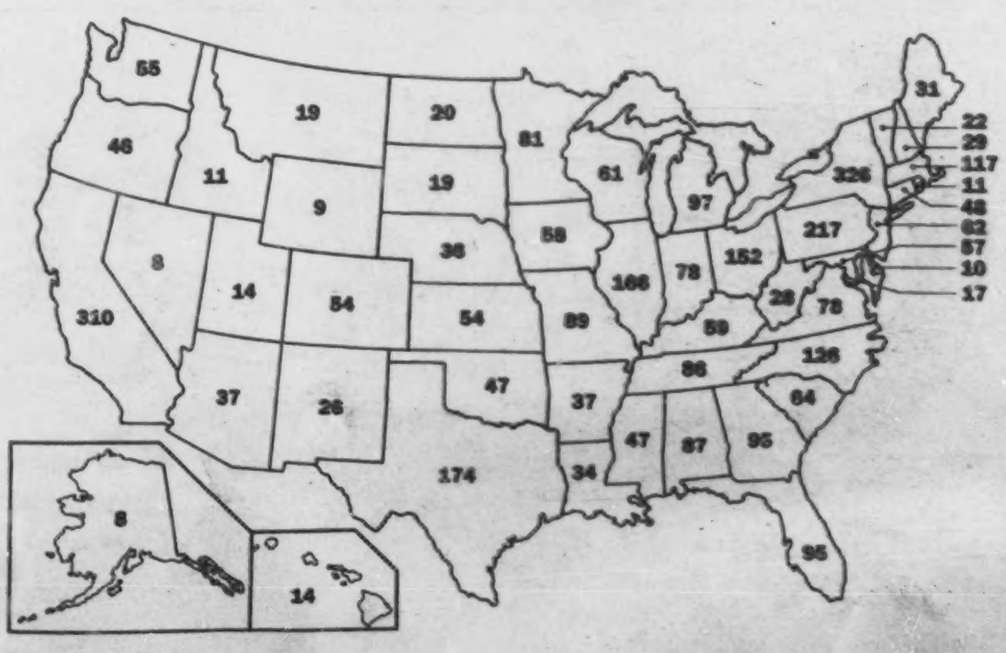
Note: U. S. figures may include data for service schools and outlying areas not shown separately. Sources and additional notes appear on Page 104.

High-School Dropout Rates, 1988



SOURCE: U.S. DEPARTMENT OF EDUCATION

Number of Colleges and Universities, 1989-90



SOURCE: U.S. DEPARTMENT OF EDUCATION

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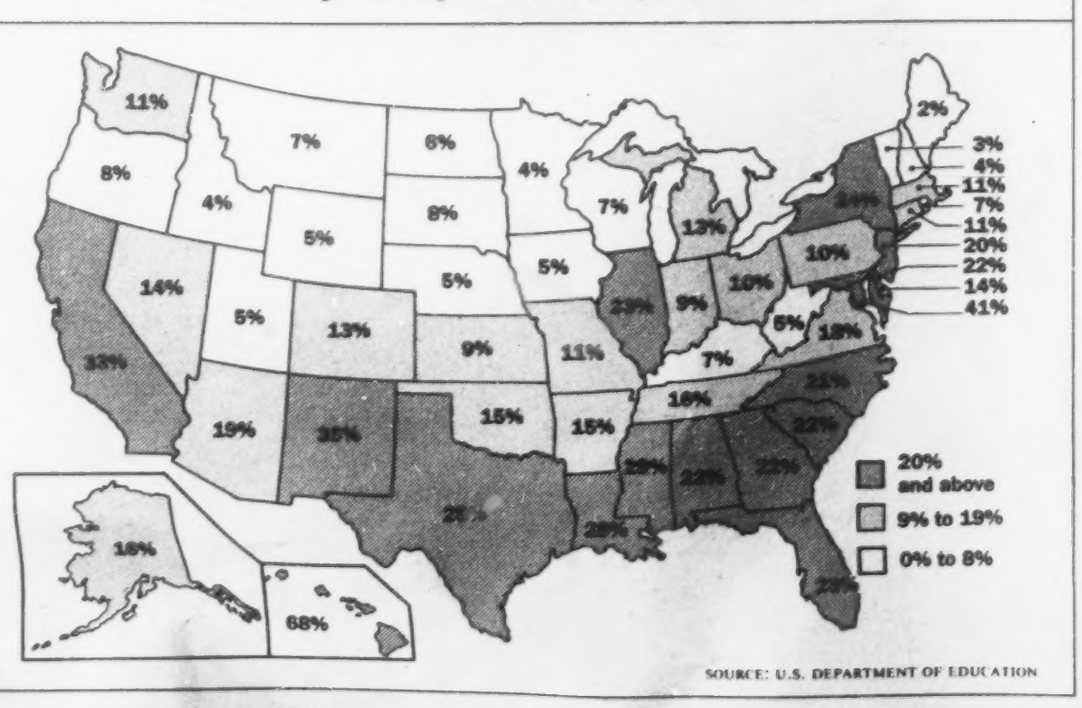
The Nation

- Degrees awarded
- Enrollment of minority students
- Test scores
- Average tuition and fees

	Degrees awarded, 1988-89					Minority enrollment, fall 1988				Test scores		Average tuition and fees, 1989-90			
	Associate	Bachelor's	Master's	Doctorate	Pro-fessional	Public 4-year	Public 2-year	Private 4-year	Private 2-year	Test taken	Score	Public 4-year	Public 2-year	Private 4-year	Private 2-year
Alabama	5,877	16,508	4,233	341	787	18.3%	19.8%	41.8%	42.2%	A.C.T.	17.9	$1,522	$662	$5,484	$3,703
Alaska	606	1,011	286	14	0	16.2%	14.1%	25.8%	n/a	A.C.T.	17.9	$1,280	n/a	$5,078	n/a
Arizona	6,167	13,767	4,884	559	420	13.0%	22.0%	18.9%	28.1%	A.C.T.	19.0	$1,362	$519	$4,127	$11,007
Arkansas	2,432	7,300	1,801	96	343	15.3%	13.9%	12.9%	34.8%	A.C.T.	17.6	$1,376	$644	$3,175	$6,102
California	48,018	91,508	33,060	4,209	7,651	33.0%	34.7%	22.8%	37.2%	S.A.T.	897	$1,123	$112	$9,489	$7,664
Colorado	5,943	15,561	4,574	665	873	11.4%	15.6%	13.6%	24.1%	A.C.T.	19.6	$1,830	$792	$9,188	$8,036
Connecticut	4,703	13,525	6,022	553	920	8.2%	15.7%	10.3%	16.0%	S.A.T.	897	$2,017	$915	$11,268	$7,906
Delaware	1,138	3,414	691	114	317	13.0%	17.8%	12.3%	n/a	S.A.T.	892	$2,768	$882	$5,388	n/a
District of Columbia	407	7,482	5,123	503	2,467	94.6%	n/a	30.8%	n/a	S.A.T.	840	$664	n/a	$9,489	n/a
Florida	32,244	34,244	10,563	1,201	2,051	20.2%	23.3%	24.6%	40.1%	S.A.T.	882	n/a	$729	$7,153	$5,519
Georgia	7,126	19,883	6,099	800	1,846	17.2%	20.7%	33.5%	36.6%	S.A.T.	844	$1,631	$852	$7,076	$3,194
Hawaii	2,120	3,628	1,017	172	119	70.9%	74.3%	42.7%	n/a	S.A.T.	883	$1,293	$410	$4,008	n/a
Idaho	2,589	3,017	706	60	67	4.7%	3.5%	3.6%	2.7%	A.C.T.	19.1	$1,119	$779	$6,669	$7,400
Illinois	23,141	48,865	18,666	2,176	4,404	17.9%	27.0%	17.6%	53.4%	A.C.T.	18.8	$2,370	$871	$8,281	$5,505
Indiana	8,902	26,874	7,514	962	1,442	8.1%	10.4%	7.9%	21.2%	S.A.T.	865	$1,975	$1,374	$8,267	$7,412
Iowa	8,145	16,859	3,218	574	1,489	5.0%	4.6%	4.6%	5.4%	A.C.T.	20.1	$1,823	$1,225	$7,945	$6,423
Kansas	5,171	12,189	3,132	379	590	7.4%	10.1%	11.6%	31.9%	A.C.T.	19.1	$1,467	$711	$5,460	$3,962
Kentucky	4,938	12,337	3,491	332	1,167	7.5%	8.0%	4.0%	11.4%	A.C.T.	17.8	$1,316	$693	$4,689	$4,669
Louisiana	2,542	16,210	3,859	384	1,505	27.0%	31.7%	29.1%	38.4%	A.C.T.	17.1	$1,768	$837	$9,257	$5,648
Maine	1,884	5,173	633	36	139	1.5%	1.2%	3.5%	1.1%	S.A.T.	879	$1,980	$1,134	$10,425	$3,787
Maryland	6,938	17,928	5,970	711	1,124	25.1%	22.8%	13.0%	12.9%	S.A.T.	904	$2,120	$1,172	$9,914	$8,393
Massachusetts	13,016	42,500	16,967	1,986	3,605	7.3%	13.4%	11.6%	14.5%	S.A.T.	896	$2,052	$1,132	$11,450	$7,186
Michigan	20,168	40,767	12,720	1,333	2,212	11.4%	14.3%	16.4%	28.5%	A.C.T.	18.6	$2,484	$1,047	$6,520	$6,400
Minnesota	6,947	21,901	4,114	568	1,486	4.3%	4.1%	4.4%	8.7%	A.C.T.	19.7	$2,063	$1,499	$8,776	$5,181
Mississippi	4,810	8,227	2,108	245	414	31.1%	25.1%	27.0%	42.4%	A.C.T.	15.9	$1,858	$680	$4,826	$3,602
Missouri	6,891	23,700	8,569	621	2,300	8.9%	13.4%	10.9%	20.7%	A.C.T.	19.0	$1,532	$815	$7,170	$5,554
Montana	683	3,887	674	57	59	4.3%	9.8%	5.7%	77.0%	A.C.T.	19.8	$1,535	$877	$5,034	$1,144
Nebraska	2,734	8,406	1,776	248	727	4.1%	6.1%	7.1%	4.6%	A.C.T.	19.6	$1,519	$919	$6,442	$3,410
Nevada	885	2,023	502	35	46	12.1%	16.5%	n/a	8.0%	A.C.T.	19.0	$1,100	$522	$5,400	n/a
New Hampshire	2,334	6,797	1,754	87	154	1.6%	1.6%	6.4%	3.1%	S.A.T.	921	$2,196	$1,608	$10,299	$4,050
New Jersey	9,337	22,898	7,024	747	1,613	20.6%	21.8%	16.0%	23.4%	S.A.T.	886	$2,511	$1,130	$9,398	$6,748
New Mexico	1,698	4,959	1,868	217	181	30.7%	41.9%	33.4%	n/a	A.C.T.	17.8	$1,326	$496	$7,335	n/a
New York	45,465	87,719	34,442	3,579	7,046	29.2%	24.3%	17.0%	37.1%	S.A.T.	881	$1,460	$1,412	$9,517	$5,544
North Carolina	9,894	26,981	5,872	724	1,632	21.1%	20.1%	19.3%	31.0%	S.A.T.	844	$1,015	$288	$7,373	$4,880
North Dakota	1,797	4,287	579	61	115	3.0%	14.0%	6.2%	n/a	A.C.T.	18.7	$1,604	$1,286	$5,149	$2,100
Ohio	18,827	45,141	12,791	1,652	3,225	8.5%	11.9%	10.5%	5.6%	A.C.T.	19.1	$2,432	$1,636	$8,019	$5,690
Oklahoma	6,172	13,617	4,112	358	950	14.5%	14.1%	13.2%	27.9%	A.C.T.	17.7	$1,309	$840	$5,133	$5,382
Oregon	4,456	11,823	3,120	414	906	8.9%	7.3%	8.2%	7.0%	S.A.T.	922	$1,738	$753	$8,656	$5,250
Pennsylvania	16,823	58,890	14,587	2,027	3,575	9.7%	13.0%	7.4%	18.4%	S.A.T.	876	$3,210	$1,419	$9,430	$5,497
Rhode Island	3,663	8,493	1,774	222	80	5.1%	9.3%	6.9%	n/a	S.A.T.	880	$2,281	$1,004	$10,143	n/a
South Carolina	4,949	12,524	3,269	266	738	16.7%	24.5%	30.1%	39.5%	S.A.T.	832	$2,162	$807	$5,914	$4,898
South Dakota	783	3,698	793	48	130	5.7%	n/a	11.8%	33.8%	A.C.T.	19.4	$1,718	n/a	$6,224	$2,447
Tennessee	5,605	17,398	4,840	582	1,343	14.6%	15.6%	17.5%	22.9%	A.C.T.	17.9	$1,406	$803	$6,530	$3,395
Texas	22,595	56,987	17,163	2,113	4,146	25.1%	32.0%	19.8%	33.5%	S.A.T.	874	$959	$455	$6,047	$5,112
Utah	3,572	10,682	2,345	367	376	5.5%	7.7%	2.0%	15.1%	A.C.T.	18.9	$1,429	$1,136	$1,975	$2,768
Vermont	1,136	4,193	991	49	85	3.2%	1.3%	3.6%	1.6%	S.A.T.	890	$3,641	$2,210	$10,928	$5,979
Virginia	7,438	26,028	6,545	764	1,695	18.1%	16.9%	21.0%	36.4%	S.A.T.	890	$2,532	$813	$7,238	$4,409
Washington	12,284	18,118	4,275	583	809	12.6%	11.3%	9.3%	9.2%	S.A.T.	913	$1,710	$802	$8,096	$7,045
West Virginia	2,640	7,033	1,691	112	315	5.2%	2.5%	5.9%	6.3%	A.C.T.	17.4	$1,591	$803	$7,197	$2,554
Wisconsin	8,658	25,604	5,398	771	1,017	5.4%	7.7%	8.2%	18.6%	A.C.T.	20.1	$1,861	$1,160	$7,615	$4,001
Wyoming	1,507	1,647	335	73	57	4.8%	5.5%	n/a	6.8%	A.C.T.	19.4	$1,003	$613	n/a	$6,900
U. S.	**435,210**	**1,017,667**	**309,762**	**35,759**	**70,758**	**16.9%**	**23.0%**	**15.3%**	**23.7%**	**A.C.T./S.A.T.**	**18.6/896**	**$1,781**	**$758**	**$8,446**	**$5,324**

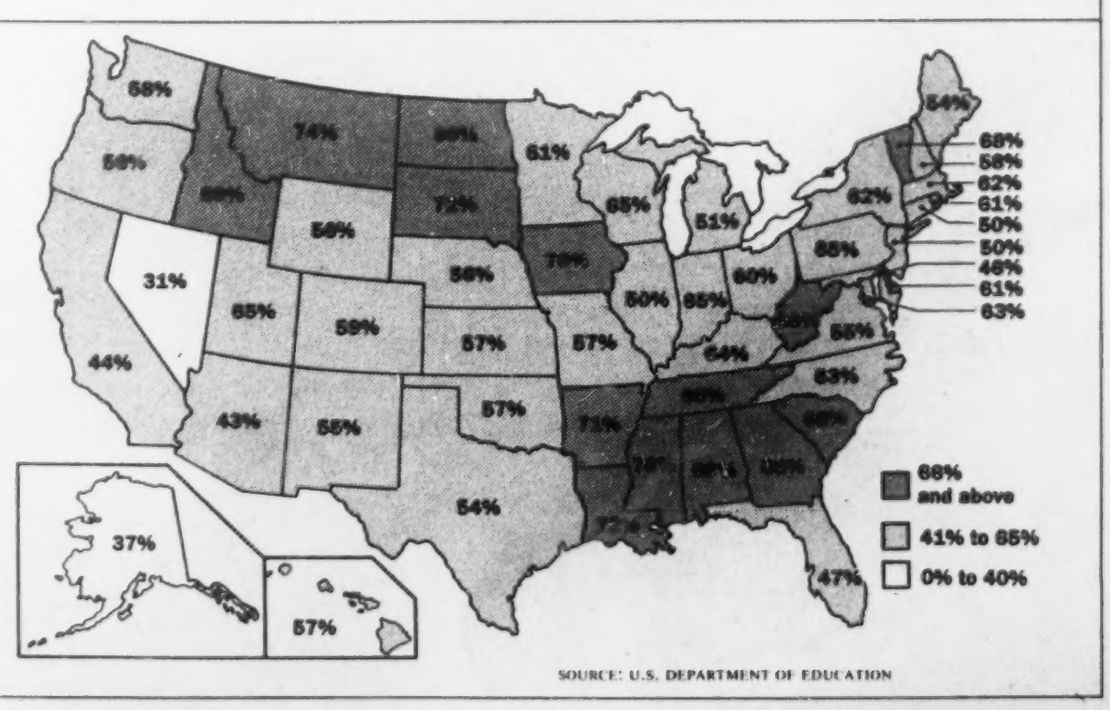
Note: U.S. figures may include data for service schools and outlying areas not shown separately. Sources and additional notes appear on Page 104.

Proportion of College Students Who Are Minority-Group Members, Fall 1988



SOURCE: U.S. DEPARTMENT OF EDUCATION

Proportion of College Students Who Are Enrolled Full-Time, Fall 1989



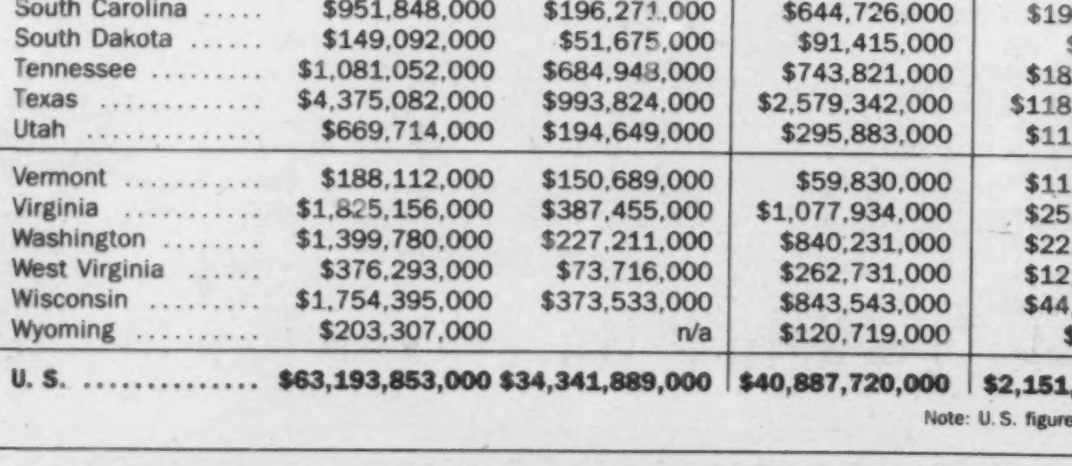
SOURCE: U.S. DEPARTMENT OF EDUCATION

- Expenditures
- State appropriations
- State spending on student aid
- Research spending by universities
- Federal spending on selected programs
- Federal funds for college- and university-based research

	Expenditures, 1985-86					Federal spending on selected programs, fiscal 1990			
	Public institutions	Private institutions	State appropriations 1990-91	State spending on student aid, 1990-91	Research spending by universities fiscal 1989	Vocational education	GI Bill	Pell grants	Federal funds for college- and university-based research, fiscal 1988
Alabama	$1,324,774,000	$186,596,000	$866,989,000	$15,881,000	$207,200,000	$25,582,000	$10,281,000	$91,096,000	$106,502,000
Alaska	$224,042,000	$10,171,000	$181,834,000	$2,575,000	$56,701,000	$6,056,000	$1,056,000	$7,548,000	$15,928,000
Arizona	$1,017,203,000	$52,887,000	$613,806,000	$3,427,000	$223,531,000	$17,173,000	$7,569,000	$78,363,000	$83,490,000
Arkansas	$528,831,000	$72,321,000	$319,014,000	$5,107,000	$43,676,000	$14,810,000	$3,948,000	$55,903,000	$15,599,000
California	$8,515,440,000	$3,641,630,000	$6,100,728,000	$164,747,000	$1,845,555,000	$110,652,000	$35,564,000	$392,463,000	$1,109,954,000
Colorado	$1,057,558,000	$160,193,000	$516,793,000	$24,279,000	$226,428,000	$26,800,000	$7,481,000	$69,308,000	$145,900,000
Connecticut	$562,696,000	$836,949,000	$485,846,000	$36,167,000	$284,410,000	$2,407,000	$2,485,000	$25,366,000	$175,972,000
Delaware	$229,377,000	$15,855,000	$122,391,000	$1,848,000	$37,194,000	$6,348,000	$619,000	$7,418,000	$15,261,000
District of Columbia	$88,462,000	$1,307,377,000	n/a	$974,000	$114,297,000	$6,422,000	$666,000	$11,367,000	$72,668,000
Florida	$1,782,180,000	$723,270,000	$1,632,302,000	$69,060,000	$385,556,000	$53,810,000	$18,547,000	$168,987,000	$185,626,000
Georgia	$1,255,964,000	$696,734,000	$961,283,000	$23,058,000	$417,287,000	$35,754,000	$11,603,000	$80,340,000	$165,293,000
Hawaii	$312,248,000	$20,964,000	$297,625,000	$611,000	$70,733,000	$6,479,000	$2,062,000	$6,930,000	$39,651,000
Idaho	$238,438,000	$49,768,000	$183,997,000	$730,000	$33,191,000	$6,476,000	$2,065,000	$21,839,000	$8,647,000
Illinois	$2,571,409,000	$2,722,294,000	$1,722,530,000	$203,083,000	$604,466,000	$54,620,000	$12,713,000	$169,398,000	$301,297,000
Indiana	$1,602,203,000	$530,163,000	$876,162,000	$47,454,000	$227,266,000	$31,138,000	$6,222,000	$89,366,000	$111,776,000
Iowa	$1,092,542,000	$353,753,000	$576,924,000	$40,169,000	$209,327,000	$15,100,000	$4,253,000	$63,462,000	$89,074,000
Kansas	$848,602,000	$105,193,000	$458,895,000	$6,666,000	$107,856,000	$11,877,000	$4,504,000	$56,490,000	$37,228,000
Kentucky	$898,718,000	$194,873,000	$607,445,000	$19,393,000	$83,998,000	$23,678,000	$5,240,000	$71,405,000	$31,965,000
Louisiana	$1,039,177,000	$353,433,000	$585,729,000	$4,966,000	$179,332,000	$27,528,000	$8,389,000	$118,124,000	$61,456,000
Maine	$216,737,000	$133,778,000	$195,912,000	$5,100,000	$19,974,000	$7,037,000	$1,709,000	$13,336,000	$6,618,000
Maryland	$1,064,430,000	$901,948,000	$885,084,000	$20,914,000	$921,848,000	$20,696,000	$6,080,000	$42,774,000	$522,341,000
Massachusetts	$980,585,000	$3,544,867,000	$697,248,000	$71,967,000	$867,521,000	$26,988,000	$6,018,000	$60,299,000	$545,068,000
Michigan	$2,946,336,000	$447,436,000	$1,486,694,000	$74,878,000	$486,270,000	$48,288,000	$10,803,000	$165,822,000	$233,121,000
Minnesota	$1,324,691,000	$521,441,000	$1,028,528,000	$77,794,000	$258,614,000	$20,691,000	$7,999,000	$100,501,000	$123,621,000
Mississippi	$706,380,000	$64,054,000	$443,597,000	$1,841,000	$75,175,000	$17,118,000	$4,308,000	$71,312,000	$37,891,000
Missouri	$999,869,000	$911,951,000	$637,378,000	$21,495,000	$255,009,000	$26,648,000	$7,421,000	$97,934,000	$137,276,000
Montana	$182,102,000	$22,349,000	$116,648,000	$383,000	$32,450,000	$6,395,000	$1,790,000	$21,701,000	$8,554,000
Nebraska	$537,858,000	$161,066,000	$329,121,000	$2,196,000	$93,916,000	$8,420,000	$3,992,000	$35,317,000	$25,763,000
Nevada	$180,107,000	$2,448,000	$163,324,000	$400,000	$34,146,000	$6,405,000	$1,539,000	$13,135,000	$13,856,000
New Hampshire	$183,959,000	$264,440,000	$72,959,000	$1,479,000	$62,172,000	$6,500,000	$1,340,000	$6,299,000	$36,766,000
New Jersey	$1,406,490,000	$714,733,000	$1,055,893,000	$102,080,000	$283,087,000	$31,763,000	$3,769,000	$66,839,000	$104,853,000
New Mexico	$456,600,000	$16,500,000	$335,466,000	$13,424,000	$136,189,000	$9,171,000	$3,605,000	$36,614,000	$56,163,000
New York	$3,802,602,000	$5,594,159,000	$3,142,943,000	$439,124,000	$1,332,139,000	$81,216,000	$11,469,000	$372,653,000	$794,873,000
North Carolina	$1,799,173,000	$837,291,000	$1,484,279,000	$58,425,000	$425,298,000	$38,765,000	$9,484,000	$71,865,000	$246,688,000
North Dakota	$288,214,000	$18,853,000	$129,756,000	$1,492,000	$27,634,000	$6,382,000	$2,054,000	$23,799,000	$11,044,000
Ohio	$2,718,408,000	$980,801,000	$1,520,057,000	$80,041,000	$417,275,000	$56,926,000	$14,413,000	$189,475,000	$210,593,000
Oklahoma	$844,829,000	$178,905,000	$509,471,000	$35,124,000	$113,279,000	$18,612,000	$5,589,000	$80,169,000	$25,495,000
Oregon	$880,696,000	$171,604,000	$420,047,000	$11,748,000	$161,127,000	$13,859,000	$4,869,000	$50,767,000	$91,133,000
Pennsylvania	$2,392,145,000	$3,169,219,000	$1,421,708,000	$145,576,000	$761,130,000	$60,402,000	$11,509,000	$192,796,000	$452,313,000
Rhode Island	$213,253,000	$315,651,000	$141,139,000	$10,615,000	$79,801,000	$6,697,000	$1,262,000	$13,977,000	$47,349,000
South Carolina	$951,848,000	$196,271,000	$644,726,000	$19,447,000	$120,137,000	$21,954,000	$6,473,000	$49,459,000	$35,595,000
South Dakota	$149,092,000	$51,675,000	$91,415,000	$558,000	$12,449,000	$6,403,000	$1,990,000	$20,272,000	$4,851,000
Tennessee	$1,081,052,000	$684,948,000	$743,821,000	$18,002,000	$214,764,000	$29,411,000	$6,414,000	$75,723,000	$114,221,000
Texas	$4,375,082,000	$993,824,000	$2,579,342,000	$118,368,000	$1,008,969,000	$89,586,000	$23,268,000	$287,782,000	$414,370,000
Utah	$669,714,000	$194,649,000	$295,883,000	$11,486,000	$164,828,000	$9,928,000	$3,169,000	$54,196,000	$86,648,000
Vermont	$188,112,000	$150,689,000	$59,830,000	$11,177,000	$42,743,000	$6,829,000	$511,000	$6,771,000	$28,244,000
Virginia	$1,825,156,000	$387,455,000	$1,077,934,000	$25,514,000	$258,919,000	$29,378,000	$11,050,000	$75,088,000	$126,596,000
Washington	$1,399,780,000	$227,211,000	$840,231,000	$22,040,000	$276,885,000	$21,233,000	$10,516,000	$72,746,000	$200,888,000
West Virginia	$376,293,000	$73,716,000	$262,731,000	$12,953,000	$39,368,000	$12,095,000	$1,955,000	$34,050,000	$14,204,000
Wisconsin	$1,754,395,000	$373,533,000	$843,543,000	$44,757,000	$336,815,000	$25,229,000	$6,923,000	$81,790,000	$162,145,000
Wyoming	$203,307,000	n/a	$120,719,000	$241,000	$23,310,000	$6,141,000	$859,000	$10,567,000	$9,076,000
U. S.	**$63,193,853,000**	**$34,341,889,000**	**$40,887,720,000**	**$2,151,032,000**	**$14,743,186,000**	**$1,287,089,000**	**$342,750,000**	**$4,323,651,000**	**$7,717,052,000**

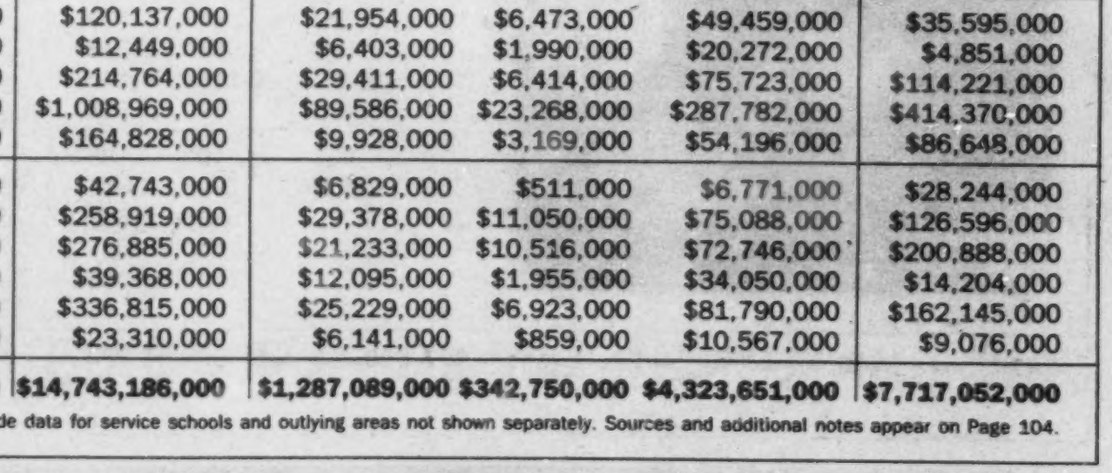
Note: U.S. figures may include data for service schools and outlying areas not shown separately. Sources and additional notes appear on Page 104.

Proportion of First-Time College Freshmen Enrolled on Campuses in Their Home States, Fall 1988



SOURCE: U.S. DEPARTMENT OF EDUCATION

States' Share of Total U.S. College Enrollment, Fall 1989



SOURCE: U.S. DEPARTMENT OF EDUCATION

The Nation

■ 8 issues affecting higher education: a roll call of the states

8 Issues Affecting Higher Education: a Roll Call of the States

Issue 1. Tax-Exempt Bonds for College Savings. These states have programs to sell tax-exempt bonds to families to help them finance college educations.

Issue 2. Prepaid-Tuition Plans. These states offer plans that allow parents to pay a set sum of money, years in advance, for their children's education.

Issue 3. Certification of Competence in English Language for Teaching Assistants. These states require public colleges and universities to certify that their teaching assistants are competent in English.

Issue 4. Restrictions or Taxes on Business Activities of Colleges. These states limit or tax the business activities of colleges and universities (or, in some instances, all non-profit groups).

Issue 5. Vandalism of Animal-Research Facilities. These states treat vandalism of animal-research facilities as a specific crime.

Issue 6. Alternative Certification for Schoolteachers. These states allow college graduates who have not completed an education major to become public-school teachers without completing a traditional course of study in education.

Issue 7. Non-Education Majors for High-School Teachers. These states require prospective secondary-school teachers to major in a subject other than education.

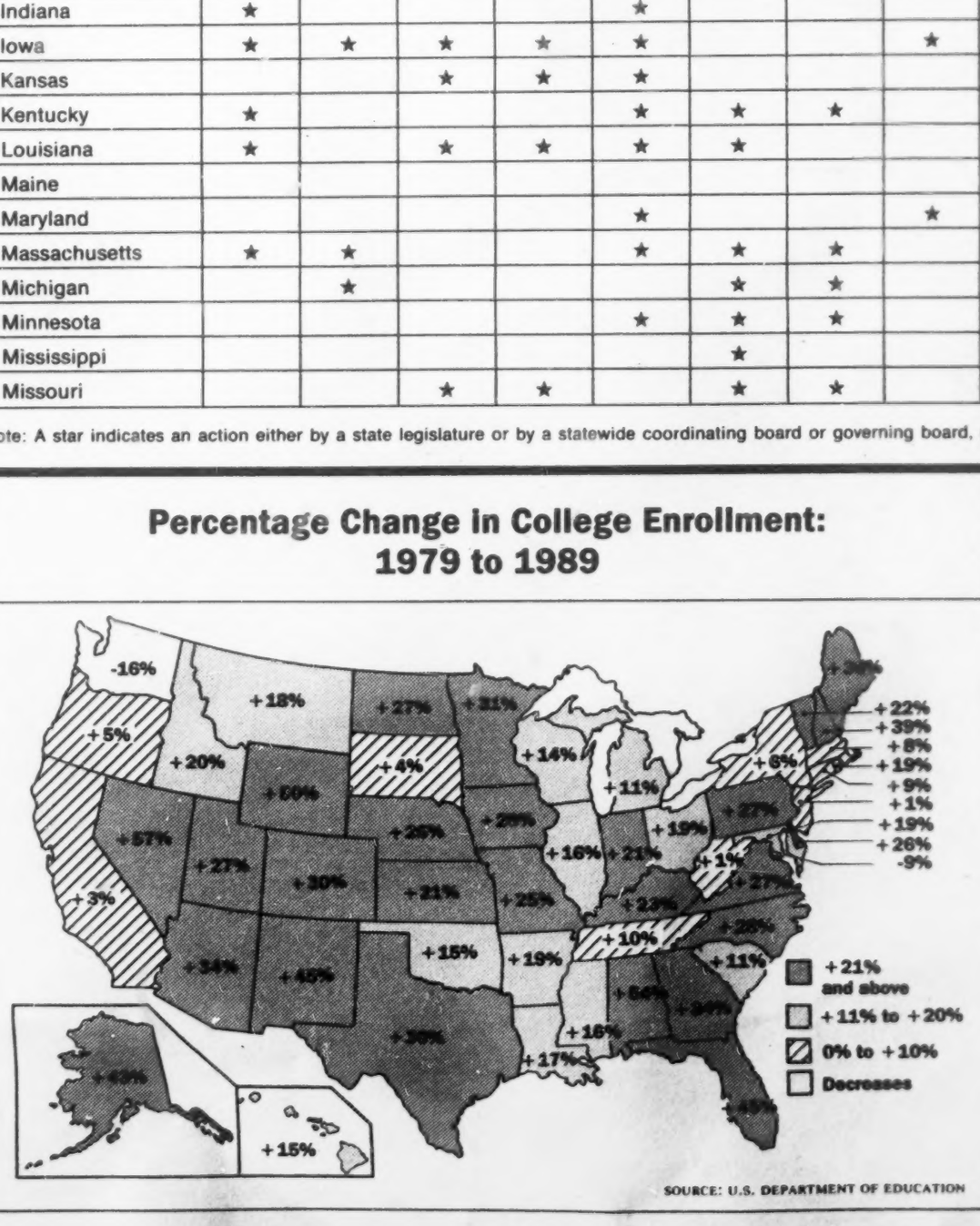
Issue 8. Assessment of Students. These states require public colleges and universities to set up programs to assess what students learn in college.

	Issue 1	Issue 2	Issue 3	Issue 4	Issue 5	Issue 6	Issue 7	Issue 8
Alabama		★				★		★
Alaska		★				★		
Arizona			★	★	★	★		
Arkansas	★				★	★	★	★
California	★					★	★	
Colorado	★			★			★	★
Connecticut	★					★	★	★
Delaware	★					★	★	
Florida		★	★			★	★	★
Georgia		★			★	★		★
Hawaii						★	★	
Idaho			★	★	★	★		★
Illinois	★		★	★	★			
Indiana	★				★			
Iowa	★	★	★	★	★			★
Kansas			★	★	★			
Kentucky	★				★	★	★	
Louisiana	★		★	★	★	★		
Maine								
Maryland					★			★
Massachusetts	★	★			★	★	★	
Michigan		★				★	★	
Minnesota					★	★	★	
Mississippi						★		
Missouri			★	★		★	★	
Montana								
Nebraska								
Nevada							★	★
New Hampshire	★					★	★	
New Jersey						★	★	★
New Mexico						★		
New York					★	★	★	
North Carolina	★				★	★	★	
North Dakota	★		★		★		★	
Ohio	★	★	★					
Oklahoma		★	★		★	★	★	
Oregon	★				☆			
Pennsylvania	★		★			★	★	
Rhode Island	★						★	
South Carolina			★			★		★
South Dakota	★			★				★
Tennessee	★		★				★	★
Texas	★		★		★	★	★	★
Utah				★	★	★	★	★
Vermont								
Virginia	★					★	★	★
Washington	★				★		★	★
West Virginia	★	★				★		★
Wisconsin	★		★		★		★	★
Wyoming		★						

Note: A star indicates an action either by a state legislature or by a statewide coordinating board or governing board, as of August 1, 1991.

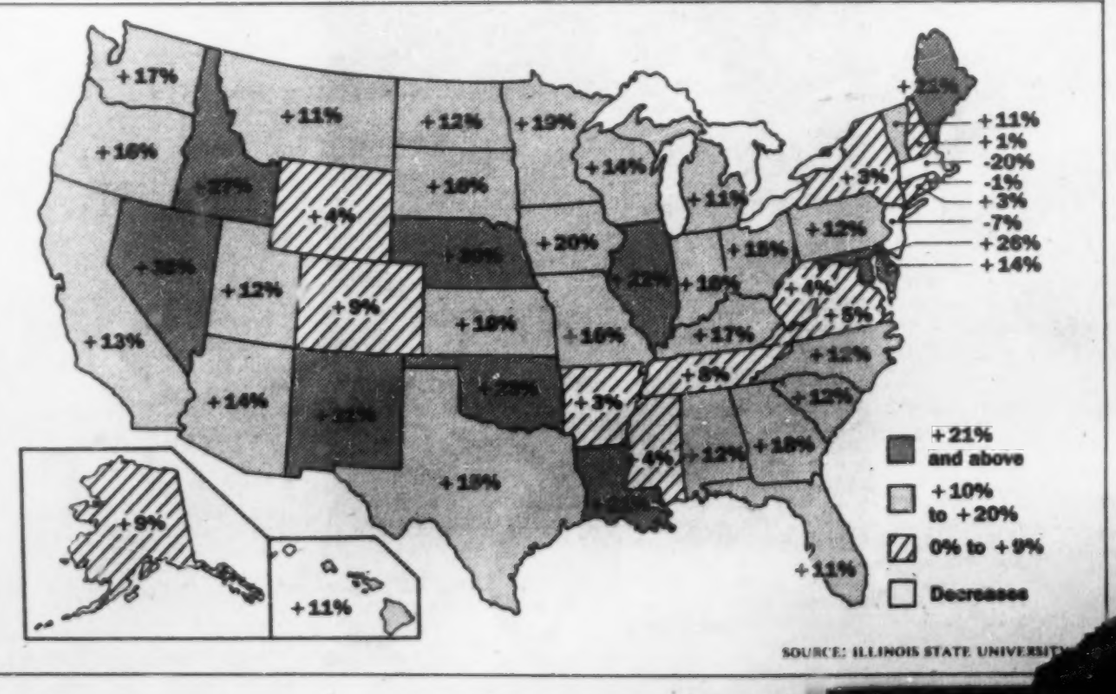
SOURCE: CHRONICLE REPORTING

Percentage Change in College Enrollment: 1979 to 1989



SOURCE: U.S. DEPARTMENT OF EDUCATION

Percentage Change in State Appropriations for Higher Education: 1988-89 to 1990-91



SOURCE: ILLINOIS STATE UNIVERSITY

BEST AVAIL

The Nation

STUDENTS

- Average SAT scores
- Average ACT scores
- Student financial aid
- Educational attainment of 1980 high-school seniors by 1986
- Number of colleges by enrollment

Average SAT Scores by Sex and Racial and Ethnic Group, 1991

	Verbal section		Mathematical section	
	1991	1-year change	1991	1-year change
Men	426	− 3	497	− 2
Women	418	− 1	453	− 2
American Indian	393	+ 5	437	0
Asian	411	+ 1	530	+ 2
Black	351	− 1	385	0
Mexican-American	377	− 3	427	− 2
Puerto Rican	361	+ 2	406	+ 1
Other Hispanic	382	− 1	431	− 3
White	441	− 1	489	− 2
Other	411	+ 1	466	− 1
All	422	− 2	474	− 2

Note: Each section of the Scholastic Aptitude Test is scored on a scale from 200 to 800.

SOURCE: THE COLLEGE BOARD

Average ACT Scores by Sex and Racial and Ethnic Group, 1990

	Score	1-year change
Men	21.0	n/a
Women	20.3	n/a
American Indian	18.0	+0.5
Asian	21.7	−0.2
Black	17.0	+0.4
Mexican-American	18.3	+0.2
Other Hispanic	19.3	0.0
White	21.2	−0.1
All	20.6	0.0

Note: The ACT Assessment is scored on a sca'e from 1 to 36. The figures show the performance of high-school seniors who graduated in 1990 and who took the examination as juniors or seniors. The examination was revised in October 1989; the seniors may have taken either the old or the new version of the assessment. Comparisons are based on estimates derived from research conducted to link scores earned on the two versions of the examination.

SOURCE: AMERICAN COLLEGE TESTING PROGRAM

Student Financial Aid, 1990-91

Total spending, by source

Federal programs	
Generally available aid	
Pell Grants	$4,915,000,000
Supplemental Educational Opportunity Grants	439,000,000
State Student Incentive Grants	59,000,000
College Work-Study	823,000,000
Perkins Loans	860,000,000
Income Contingent Loans	6,000,000
Stafford Student Loans	9,844,000,000
Supplemental Loans for Students	1,630,000,000
Parent Loans for Undergraduate Students	942,000,000
Subtotal	19,517,000,000
Specially directed aid	
Veterans	701,000,000
Military	378,000,000
Other grants	119,000,000
Other loans	349,000,000
Subtotal	1,547,000,000
Total federal aid	21,065,000,000
State grant programs	1,870,000,000
Institutional and other grants	4,915,000,000
Total federal, state, and institutional aid	$27,850,000,000

Number of recipients and amount of aid per recipient, selected programs

Program	Recipients	Amount
Pell Grants	3,300,000	$1,489
Supplemental Educational Opportunity Grants	678,000	648
College Work-Study	876,000	940
Perkins Loans	804,000	1,070
Stafford Student Loans	3,633,000	2,709
Supplemental Loans for Students	576,000	2,828
Parent Loans for Undergraduate Students	293,000	3,213
State Grants and State Student Incentive Grants	1,681,000	1,148

Note: Figures are estimates and include assistance to undergraduate and graduate students.
Several of the federal programs include small amounts of money from sources other than the federal government. For example, College Work-Study includes some contributions by institutions, although most of the funds in the program are federal.
Federal spending for State Student Incentive Grants is reported under federal programs; state spending for those grants is reported in the "state grants" category.
Funds for Stafford Student Loans, Supplemental Loans for Students, and Parent Loans for Undergraduate Students come mostly from private sources. The federal government subsidizes interest payments and repays defaults. Amounts reported represent loan commitments rather than amounts loaned, but the difference between the two is insignificant.
Veterans' benefits are payments for postsecondary education and training to veterans and their dependents.
Military aid covers the Armed Forces Health Professions Scholarship program; Reserve Officers Training Corps programs for the Air Force, Army, and Navy; and tuition assistance for military personnel on active duty.
Because of rounding, details may not add to totals.

SOURCE: THE COLLEGE BOARD

Educational Attainment of 1980 High-School Seniors by 1986

	No high-school diploma	High-school diploma	License	Associate degree	Bachelor's degree	Professional/ graduate degree
Sex						
Men	1.0%	64.0%	10.5%	5.9%	17.6%	0.9%
Women	0.8	59.6	13.3	7.0	18.8	0.6
Racial and ethnic group						
American Indian	—	61.3	18.6	9.3	10.8	—
Asian	—	49.6	12.6	8.7	27.3	1.7
Black, non-Hispanic	1.2	69.4	13.9	5.3	9.9	0.2
Hispanic	1.7	70.2	13.8	7.3	6.8	0.1
White, non-Hispanic	0.8	60.0	11.5	6.6	20.2	0.9
Socioeconomic status						
Low	1.2	74.1	12.3	5.5	6.6	0.2
Low-middle	0.5	66.7	13.6	8.0	11.1	0.2
High-middle	0.1	58.4	12.9	7.7	20.4	0.6
High	—	45.7	8.7	6.3	37.1	2.2
High-school program						
General	0.8	69.7	12.6	6.5	10.2	0.2
Academic	0.1	45.6	8.8	7.2	36.6	1.8
Vocational	0.6	72.8	16.2	6.9	3.6	0.0
Type of high school						
Public	1.0	63.2	12.1	6.6	16.4	0.7
Catholic	—	47.4	11.9	6.4	32.8	1.6
Other private	—	52.3	7.0	3.9	36.7	0.1
Postsecondary education plans						
No plans	1.4	83.5	12.7	2.1	0.2	—
Attend voc/tech school	0.3	72.5	17.7	8.4	1.1	—
Attend college less than 4 years	0.2	65.5	14.4	13.1	6.8	—
Earn bachelor's degree	—	48.3	8.2	6.9	35.8	0.7
Earn advanced degree	0.1	43.5	7.9	4.9	40.6	3.0
1980 enrollment status						
Part-time 2-year public college	0.7	66.4	17.7	8.8	6.5	—
Part-time 4-year public college	2.7	57.1	15.4	1.6	22.6	0.6
Full-time 2-year public college	—	49.5	11.7	20.7	17.6	0.5
Full-time 4-year public college	—	41.7	7.6	4.5	44.9	1.3
Full-time 4-year private college	—	31.1	8.8	5.1	51.9	3.0
Not a student	1.8	78.2	12.8	3.6	3.5	0.2
Total	0.9%	61.8%	11.9%	6.5%	18.2%	0.7%

Note: Figures are based on data from "High School and Beyond," a longitudinal study of more than 10,500 students who were high-school seniors in 1980. They show students' highest level of education achieved by the spring of 1986.
Because of rounding, figures may not add to 100 per cent. A dash indicates less than 0.1 per cent.
Socioeconomic status was determined by parental education, family income, father's occupation, and household characteristics in 1980.

SOURCE: U.S. DEPARTMENT OF EDUCATION

Number of Colleges by Enrollment, Fall 1989

	All institutions	Universities	Other 4-year institutions	2-year institutions
Public institutions				
Under 200	7	0	0	7
200 to 499	33	0	9	24
500 to 999	114	0	26	88
1,000 to 2,499	390	0	103	287
2,500 to 4,999	332	0	104	228
5,000 to 9,999	330	6	137	187
10,000 to 19,999	228	29	97	102
20,000 to 29,999	78	37	18	23
30,000 or more	31	22	3	6
All	1,543	94	497	952
Private institutions				
Under 200	427	0	289	138
200 to 499	394	0	237	157
500 to 999	346	0	266	80
1,000 to 2,499	500	0	456	44
2,500 to 4,999	157	5	149	3
5,000 to 9,999	78	25	52	1
10,000 to 19,999	32	24	7	1
20,000 to 29,999	7	5	0	2
30,000 or more	3	3	0	0
All	1,944	62	1,456	426
All institutions				
Under 200	434	0	289	145
200 to 499	427	0	246	181
500 to 999	460	0	292	168
1,000 to 2,499	890	0	559	331
2,500 to 4,999	489	5	253	231
5,000 to 9,999	408	31	189	188
10,000 to 19,999	260	53	104	103
20,000 to 29,999	85	42	18	25
30,000 or more	34	25	3	6
All	3,487	156	1,953	1,378

Note: Figures exclude approximately 50 institutions that did not report enrollment.

SOURCE: U.S. DEPARTMENT OF EDUCATION

ABLE COPY

The Nation

STUDENTS

- Colleges with most freshman National Merit Scholars
- Financial aid to undergraduates
- Campuses with largest enrollments

Colleges With Most Freshman National Merit Scholars, 1990

	Number of scholars	Number sponsored by institution
Harvard and Radcliffe Colleges	321	0
Rice University	225	141
University of Texas at Austin	209	160
Stanford University	169	0
Yale University	167	0
Princeton University	152	0
Texas A&M University	131	100
University of Florida	124	106
Massachusetts Institute of Technology	113	0
Carleton College	108	83
Duke University	95	10
University of Chicago	95	74
University of Oklahoma	94	77
Brigham Young University	84	61
Georgia Institute of Technology	83	62
University of California at Berkeley	83	4
Northwestern University	78	42
University of Houston	70	52
Cornell University	68	0
Brown University	66	0
University of Michigan	63	0
Michigan State University	61	53
Virginia Polytechnic Institute and State University	61	51
Harvey Mudd College	60	53
University of California at Los Angeles	60	47
University of Toledo	59	51
Washington University (Mo.)	53	31
Bowling Green State University	52	46
University of California at San Diego	51	39
University of New Orleans	51	45
Baylor University	49	36
University of Kansas	49	35
Trinity University	49	39
Vanderbilt University	47	23
University of Arizona	45	35
University of Iowa	45	31
University of Southern California	45	31

Note: The table shows the total number of Merit Scholarship winners and the number whose scholarships were paid for by the institution, not by the National Merit Scholarship Corporation or other corporate sponsors. The rankings were determined by The Chronicle from an alphabetical listing appearing in the 1990 annual report of the National Merit Scholarship Corporation.

SOURCE: NATIONAL MERIT SCHOLARSHIP CORPORATION

Financial Aid to Undergraduates, Fall 1986

By type of institution	Proportion of students receiving financial assistance, by source: Total	Federal	Other	Type of assistance: Grants	Loans	Work-study
Public						
Doctoral	46.3%	35.5%	28.5%	36.4%	27.6%	5.8%
Other 4-year	47.3	38.4	30.6	38.1	24.9	8.1
2-year	28.5	19.9	18.1	25.4	7.8	2.4
Less-than-2-year	51.8	41.9	22.9	46.1	19.6	3.4
All	38.0	28.5	23.7	31.5	17.3	4.6
Private, not-for-profit						
Doctoral	61.8	45.7	50.8	52.2	39.5	13.0
Other 4-year	67.9	50.1	57.7	60.1	42.1	16.4
2-year	63.9	47.9	44.7	53.6	35.7	5.7
Less-than-2-year	66.2	59.4	35.5	55.5	40.4	5.0
All	65.3	48.4	54.1	56.7	40.7	14.3
Private, for-profit						
2-year and above	82.7	79.2	24.2	54.9	69.3	1.2
Less-than-2-year	84.8	81.4	13.0	63.5	71.5	0.5
All	84.0	80.6	17.2	60.3	70.7	0.8
By student characteristics						
Sex						
Men	44.5%	34.1%	27.8%	36.5%	23.9%	5.6%
Women	46.3	35.6	29.7	38.6	24.9	6.6
Racial and ethnic group						
American Indian	48.9	40.3	28.7	41.2	19.7	6.8
Asian	40.5	33.3	28.5	36.2	18.4	7.6
Black, non-Hispanic	63.8	55.7	33.2	56.6	35.0	9.8
Hispanic	47.8	40.9	27.2	41.1	24.0	5.8
White, non-Hispanic	43.3	32.0	28.4	35.1	23.6	5.6
Age						
23 or younger	50.0	39.0	33.5	41.2	28.7	8.4
24 to 29	42.8	34.2	21.9	34.4	22.5	3.6
30 and older	35.4	24.8	21.7	30.6	14.4	2.0
Attendance status						
Full-time	58.3	47.4	37.3	48.2	34.3	9.2
Part-time	24.4	14.4	15.0	20.3	8.4	1.1
All	45.5%	34.9%	28.8%	37.6%	24.4%	6.1%

Note: Figures are based on a survey of 59,886 students enrolled at 1,074 colleges, universities, and proprietary institutions in the fall of 1986. Details may add up to more than the total because some students received multiple types and sources of aid. The total includes students who reported that they received aid but did not specify its source.

SOURCE: U.S. DEPARTMENT OF EDUCATION

Campuses With the Largest Enrollments, Fall 1989

University of Minnesota–Twin Cities	58,815
Ohio State University main campus	52,895
University of Texas at Austin	50,245
Miami-Dade Community College	47,330
Michigan State University	44,423
Arizona State University	43,550
University of Wisconsin at Madison	43,364
Texas A&M University	40,492
Pennsylvania State University main campus	37,718
University of Illinois at Urbana-Champaign	37,481
Purdue University main campus	37,459
Community College of the Air Force	37,037
University of Arizona	36,676
University of Michigan at Ann Arbor	36,474
University of Maryland at College Park	35,825
University of California at Los Angeles	34,993
Indiana University at Bloomington	34,863
Northern Virginia Community College	34,539
University of Florida	34,098
San Diego State University	33,406
University of Washington	33,238
Rutgers University at New Brunswick	33,020
Northeastern University	32,809
Temple University	32,713
Houston Community College	32,536
Wayne State University	32,477
University of Houston–University Park	32,289
Brigham Young University main campus	32,213
St. Louis Community College	31,847
Macomb Community College	31,670
University of South Florida	31,566
New York University	31,083
University of Cincinnati main campus	30,787
California State University at Long Beach	30,665
University of Iowa	29,674
University of California at Berkeley	29,674
University of Southern California	29,657
University of Akron main campus	28,967
California State University at Northridge	28,604
Boston University	28,529
University of Pittsburgh main campus	28,362
College of Du Page	28,037
Florida State University	27,975
San Jose State University	27,650
Oakland Community College	27,504
University of Georgia	27,448
State University of New York at Buffalo	27,406
University of Massachusetts at Amherst	27,298
Tarrant County Junior College District	27,109
North Carolina State University	26,870
Louisiana State University	26,750
Pima Community College	26,747
Indiana University–Purdue University at Indianapolis	26,649
University of North Texas	26,523
University of South Carolina at Columbia	26,435
University of Kansas main campus	26,320
Western Michigan University	26,315
Iowa State University	26,038
El Camino College	25,789
San Francisco State University	25,656
University of Connecticut	25,634
University of Tennessee at Knoxville	25,512
University of Wisconsin at Milwaukee	25,212
Texas Tech University	25,027
Virginia Polytechnic Institute and State University	24,926
University of New Mexico main campus	24,645
Southern Illinois University at Carbondale	24,596
University of Colorado at Boulder	24,589
Harvard University	24,509
Northern Illinois University	24,443
City College of San Francisco	24,408
University of Missouri at Columbia	24,344
University of Illinois at Chicago	24,050
University of Toledo	23,928
University of Nebraska at Lincoln	23,926
University of Utah	23,883
University of Texas at Arlington	23,871
Kent State University main campus	23,746
University of North Carolina at Chapel Hill	23,619
California State University at Fullerton	23,588
Broward Community College	23,547
San Diego Mesa College	23,410
Cleveland Institute of Electronics	23,373
California State University at Sacramento	23,337
Eastern Michigan University	23,288
Illinois State University	23,107
Austin Community College	23,067
Georgia State University	23,004
ICS Center for Degree Studies	22,669
University of Louisville	22,555
Cuyahoga Community College District	22,548
University of Kentucky	22,407
Orange Coast College	22,365

SOURCE: U.S. DEPARTMENT OF EDUCATION

- College enrollment by racial and ethnic group
- Proportion of 18-to-24-year-olds who are enrolled in college
- Degrees conferred by racial and ethnic group
- Educational attainment of the U.S. population

College Enrollment by Racial and Ethnic Group, Selected Years

	1978	1980	1982	1984	1986	1988
American Indian						
All	78,000	84,000	88,000	84,000	90,000	93,000
Men	37,000	38,000	40,000	38,000	39,000	39,000
Women	41,000	46,000	48,000	46,000	51,000	53,000
Public	68,000	74,000	77,000	72,000	79,000	81,000
Private	9,000	10,000	10,000	11,000	11,000	11,000
4-year	35,000	37,000	39,000	38,000	40,000	42,000
2-year	43,000	47,000	49,000	46,000	51,000	50,000
Undergraduate	72,000	79,000	82,000	78,000	83,000	86,000
Graduate	4,000	4,000	5,000	5,000	5,000	6,000
Professional	1,000	1,000	1,000	1,000	1,000	1,000
Asian						
All	235,000	286,000	351,000	390,000	448,000	497,000
Men	126,000	151,000	189,000	210,000	239,000	259,000
Women	109,000	135,000	162,000	180,000	209,000	237,000
Public	195,000	240,000	296,000	323,000	371,000	406,000
Private	40,000	47,000	55,000	67,000	77,000	91,000
4-year	138,000	162,000	213,000	223,000	262,000	297,000
2-year	97,000	124,000	158,000	167,000	186,000	199,000
Undergraduate	206,000	253,000	313,000	343,000	393,000	437,000
Graduate	24,000	28,000	30,000	37,000	43,000	46,000
Professional	5,000	6,000	8,000	9,000	11,000	14,000
Black						
All	1,054,000	1,107,000	1,101,000	1,076,000	1,082,000	1,130,000
Men	453,000	464,000	458,000	437,000	436,000	443,000
Women	601,000	643,000	644,000	639,000	646,000	687,000
Public	840,000	876,000	873,000	844,000	854,000	881,000
Private	215,000	231,000	228,000	232,000	228,000	248,000
4-year	612,000	634,000	612,000	617,000	615,000	656,000
2-year	443,000	472,000	489,000	459,000	467,000	473,000
Undergraduate	975,000	1,028,000	1,028,000	995,000	996,000	1,039,000
Graduate	68,000	66,000	61,000	67,000	72,000	76,000
Professional	11,000	13,000	13,000	13,000	14,000	14,000
Hispanic						
All	417,000	472,000	519,000	535,000	618,000	680,000
Men	213,000	232,000	252,000	254,000	290,000	310,000
Women	205,000	240,000	267,000	281,000	328,000	370,000
Public	363,000	406,000	446,000	456,000	532,000	587,000
Private	55,000	66,000	74,000	79,000	86,000	93,000
4-year	190,000	217,000	229,000	246,000	278,000	296,000
2-year	227,000	255,000	291,000	289,000	340,000	384,000
Undergraduate	388,000	438,000	485,000	495,000	563,000	631,000
Graduate	24,000	27,000	27,000	32,000	46,000	39,000
Professional	5,000	7,000	7,000	8,000	9,000	9,000
White						
All	9,194,000	9,833,000	9,997,000	9,815,000	9,921,000	10,283,000
Men	4,613,000	4,773,000	4,830,000	4,690,000	4,647,000	4,712,000
Women	4,581,000	5,060,000	5,167,000	5,125,000	5,273,000	5,572,000
Public	7,136,000	7,656,000	7,785,000	7,543,000	7,654,000	7,964,000
Private	2,058,000	2,177,000	2,212,000	2,272,000	2,267,000	2,319,000
4-year	6,027,000	6,275,000	6,306,000	6,301,000	6,337,000	6,582,000
2-year	3,167,000	3,558,000	3,692,000	3,514,000	3,584,000	3,702,000
Undergraduate	7,946,000	8,556,000	8,749,000	8,484,000	8,558,000	8,907,000
Graduate	1,019,000	1,030,000	1,002,000	1,087,000	1,133,000	1,153,000
Professional	229,000	248,000	246,000	243,000	231,000	223,000
Foreign						
All	253,000	305,000	331,000	335,000	345,000	361,000
Men	180,000	211,000	230,000	231,000	233,000	235,000
Women	73,000	94,000	101,000	104,000	112,000	126,000
Public	167,000	204,000	219,000	219,000	224,000	238,000
Private	85,000	101,000	113,000	116,000	120,000	123,000
4-year	201,000	241,000	270,000	282,000	292,000	302,000
2-year	52,000	64,000	61,000	53,000	53,000	60,000
Undergraduate	169,000	208,000	220,000	216,000	205,000	205,000
Graduate	80,000	94,000	108,000	115,000	136,000	151,000
Professional	3,000	3,000	3,000	3,000	4,000	5,000
All						
Total	11,231,000	12,087,000	12,388,000	12,235,000	12,504,000	13,043,000
Men	5,621,000	5,868,000	5,999,000	5,859,000	5,885,000	5,998,000
Women	5,609,000	6,219,000	6,389,000	6,376,000	6,619,000	7,045,000
Public	8,770,000	9,456,000	9,695,000	9,458,000	9,714,000	10,156,000
Private	2,461,000	2,630,000	2,693,000	2,777,000	2,790,000	2,887,000
4-year	7,203,000	7,565,000	7,648,000	7,708,000	7,824,000	8,175,000
2-year	4,028,000	4,521,000	4,740,000	4,527,000	4,680,000	4,868,000
Undergraduate	9,757,000	10,560,000	10,875,000	10,610,000	10,798,000	11,304,000
Graduate	1,219,000	1,250,000	1,235,000	1,344,000	1,435,000	1,472,000
Professional	255,000	277,000	278,000	278,000	270,000	267,000

Note: Because of rounding, details may not add to totals. The federal government compiles data on the race of students every two years; the latest report covers 1988.

SOURCE: U.S. DEPARTMENT OF EDUCATION

Proportion of 18-to-24-Year-Olds Enrolled in College, by High-School-Graduation Status and Race

	White		Black		Hispanic	
	All	High-school graduates	All	High-school graduates	All	High-school graduates
1979	25.6%	31.2%	19.8%	29.5%	16.6%	30.2%
1980	26.2	31.8	19.2	27.6	16.1	29.8
1981	26.7	32.5	19.9	28.0	16.7	29.9
1982	27.2	33.1	19.8	28.0	16.8	29.2
1983	27.0	32.9	19.2	27.0	17.2	31.4
1984	28.0	33.7	20.4	27.2	17.9	29.9
1985	28.7	34.4	19.8	26.1	16.9	26.9
1986	28.6	34.5	22.2	29.1	18.2	30.4
1987	30.2	36.6	22.8	30.0	17.6	28.5
1988	31.3	38.1	21.1	28.1	17.0	30.9
1989	31.8	38.8	23.5	30.8	16.1	28.7

Note: The figures are based on annual Census Bureau surveys of 60,000 households. The survey defined high-school graduates as those who had completed four years of high school or more. Hispanics may be of any race.

SOURCE: CENSUS BUREAU

Degrees Conferred by Racial and Ethnic Group, 1988-89

	American Indian	Asian	Black	Hispanic	White	Foreign
Associate						
Men	1,315	6,320	12,826	9,172	150,073	3,203
Women	2,003	6,113	21,585	11,122	203,049	3,165
Total	3,318	12,433	34,411	20,294	353,122	6,368
Bachelor's						
Men	1,768	19,537	22,365	13,920	406,656	17,441
Women	2,278	18,682	35,651	15,880	451,530	9,531
Total	4,046	38,219	58,016	29,800	858,186	26,972
Master's						
Men	500	6,247	5,200	3,360	109,184	23,995
Women	633	4,467	8,876	3,910	132,423	10,077
Total	1,133	10,714	14,076	7,270	241,607	34,072
Doctorate						
Men	49	954	497	352	14,568	6,231
Women	35	383	574	273	10,327	1,449
Total	84	1,337	1,071	625	24,895	7,680
Professional						
Men	149	1,811	1,608	1,367	39,448	684
Women	119	1,156	1,493	887	21,740	296
Total	268	2,967	3,101	2,254	61,188	980

SOURCE: U.S. DEPARTMENT OF EDUCATION

Educational Attainment of the U.S. Population

Highest level reached	Total	Men	Women
Doctorate	0.6%	0.9%	0.2%
Professional	1.2	1.6	0.4
Master's	3.5	4.1	3.0
Bachelor's	11.9	13.0	11.0
Associate	4.2	4.0	4.4
Vocational	2.1	1.5	2.7
Some college, no degree	17.6	18.0	17.2
High-school diploma	36.6	33.9	39.2
No high-school diploma	22.5	23.0	22.0

Note: The figures are based on a 1987 survey of 11,100 households. They cover the civilian, resident population of adults age 18 and older.

SOURCE: CENSUS BUREAU

The Nation

STUDENTS

- Attitudes and characteristics of freshmen
- Projections of college enrollment

Attitudes and Characteristics of Freshmen, Fall 1990

	Total	Men	Women
Racial/ethnic background:			
American Indian	1.3%	1.2%	1.4%
Asian-American	2.9	3.1	2.8
Black	9.6	8.5	10.6
Mexican-American	1.5	1.4	1.5
Puerto-Rican American	0.5	0.5	0.6
White	84.3	85.2	83.5
Other	1.8	1.8	1.7
Estimated parental income:			
Less than $6,000	3.0%	2.4%	3.6%
$6,000 — $9,999	3.0	2.3	3.6
$10,000 — $14,999	4.9	3.9	5.8
$15,000 — $19,999	5.3	4.7	5.8
$20,000 — $24,999	6.8	6.5	7.2
$25,000 — $29,999	6.4	6.1	6.7
$30,000 — $34,999	8.8	8.2	9.4
$35,000 — $39,999	8.7	8.7	8.7
$40,000 — $49,999	12.6	13.4	12.0
$50,000 — $59,999	11.6	12.1	11.2
$60,000 — $74,999	11.4	12.2	10.7
$75,000 — $99,999	7.7	8.7	6.8
$100,000 — $149,999	5.0	5.8	4.4
$150,000 or more	4.6	5.1	4.2
Number of other colleges applied to for admission this year:			
None	31.9%	30.3%	33.3%
One	15.7	14.9	16.3
Two	16.7	16.5	16.8
Three	14.9	15.6	14.3
Four	8.9	9.6	8.2
Five	5.5	5.8	5.1
Six or more	6.6	7.2	6.0
College attended is student's:			
First choice	70.7%	70.4%	71.0%
Second choice	22.2	22.0	22.3
Third choice	4.7	4.9	4.5
Other	2.4	2.7	2.2
Highest degree planned:			
None	1.5%	1.7%	1.3%
Vocational certificate	1.3	1.9	0.7
Associate (or equivalent)	5.5	4.7	6.3
Bachelor's	29.0	30.7	27.6
Master's	37.2	36.1	38.1
Ph.D. or Ed.D.	12.4	12.3	12.5
M.D., D.O., D.D.S., or D.V.M.	6.3	5.9	6.6
LL.B. or J.D.	4.8	4.7	4.9
B.D. or M.Div.	0.4	0.5	0.2
Other	1.7	1.5	1.8
Political views:			
Far left	1.8%	2.3%	1.4%
Liberal	22.6	20.3	24.7
Middle of the road	54.7	51.7	57.3
Conservative	19.7	24.0	16.0
Far right	1.2	1.8	0.6
Reasons noted as very important in deciding to go to college:			
Parents wanted me to go	35.2%	33.0%	37.1%
Could not find job	7.1	6.5	7.6
To get away from home	16.0	15.8	16.2
To be able to get a better job	78.3	77.9	78.6
To gain a general education and appreciation of ideas	63.1	56.0	69.1
To improve reading and study skills	43.0	38.4	46.9
Nothing better to do	2.3	3.0	1.8
To become a more cultured person	39.8	33.0	45.7
To be able to make more money	73.2	77.0	70.0
To learn more about things that interest me	73.1	68.4	77.0
To prepare for graduate or professional school	53.1	48.5	57.1

	Total	Men	Women
Students estimate chances are very good that they will:			
Change major field	12.4%	12.0%	12.7%
Graduate with honors	13.5	14.8	12.3
Be elected to student office	3.5	3.6	3.4
Get a job to pay college expenses	36.0	32.9	38.6
Work full-time while attending college	4.0	3.8	4.1
Join a social fraternity or sorority	17.2	15.2	18.9
Play varsity athletics	15.4	20.8	10.8
Be elected to an honor society	8.1	8.2	8.0
Make at least a B average	41.3	41.8	40.9
Need extra time to complete degree	8.2	8.0	8.4
Get tutoring in some courses	15.9	13.3	18.1
Seek vocational counseling	5.1	4.5	5.6
Seek individual counseling	3.7	3.5	3.9
Participate in student protests	7.1	5.9	8.1
Transfer to another college	12.8	13.3	12.4
Drop out permanently	1.0	1.3	0.7
Drop out temporarily	1.1	1.3	0.8
Get bachelor's degree	66.1	64.5	67.4
Be satisfied with college	50.9	45.3	55.5
Find job in preferred field	70.6	66.9	73.8
Participate in volunteer or community-service work	14.2	9.7	18.1
Agree strongly or somewhat that:			
Government is not doing enough to protect the consumer	68.4%	64.7%	71.6%
Government is not doing enough to control pollution	87.9	87.0	88.7
Taxes should be raised to reduce the federal deficit	28.6	33.8	24.2
There is too much concern in the courts for the rights of criminals	66.3	69.8	63.2
Military spending should be increased	25.1	29.0	21.8
Abortion should be legal	64.9	65.0	64.8
The death penalty should be abolished	21.5	18.5	24.1
It is all right for two people who really like each other to have sex even if they've known each other for a very short time	51.0	66.3	37.9
Married women's activities are best confined to home and family	25.2	30.6	20.5
Marijuana should be legalized	18.6	21.7	16.0
Busing to achieve racial balance in schools is all right	56.7	56.4	57.1
It is important to have laws prohibiting homosexual relationships	44.4	56.0	34.5
The chief benefit of college is that it increases one's earning power	70.7	76.0	66.2
Employers should be allowed to require employees or job applicants to take drug tests	80.4	78.5	82.1
The best way to control AIDS is through widespread, mandatory testing	66.4	66.5	66.3
Just because a man thinks that a woman has "led him on" does not entitle him to have sex with her	86.9	79.2	93.3
The government should do more to control the sale of handguns	77.1	65.5	87.0
A national health-care plan is needed to cover everybody's medical costs	73.7	69.7	77.0
Colleges would be improved if organized sports were de-emphasized	35.8	34.9	36.5
Nuclear disarmament is attainable	60.9	61.4	60.4
Scientists should publish their findings regardless of the possible consequences	53.1	57.1	49.7
Faculty promotions should be based in part on student evaluations	74.9	74.9	75.0
Racial discrimination is no longer a major problem in America	20.6	23.2	18.5
Objectives considered essential or very important:			
Becoming accomplished in a performing art	10.8%	10.3%	11.2%
Becoming an authority in own field	65.4	67.4	63.6
Obtaining recognition from colleagues for contributions to field	54.9	56.0	54.0
Influencing the political structure	20.6	22.9	18.6
Influencing social values	42.9	36.3	48.4
Raising a family	69.5	68.2	70.6
Having administrative responsibility for the work of others	42.9	44.2	41.8
Being very well-off financially	73.7	77.7	70.3
Helping others who are in difficulty	62.0	50.9	71.4
Making a theoretical contribution to science	17.1	20.3	14.5
Writing original works	12.2	11.8	12.5
Creating artistic work	12.2	12.3	12.2
Becoming successful in own business	43.3	49.5	38.0
Becoming involved in programs to clean up environment	33.9	33.5	34.3
Developing a meaningful philosophy of life	43.2	41.8	44.3
Participating in a community-action program	25.9	22.1	29.1
Helping to promote racial understanding	38.0	34.1	41.2
Keeping up to date with political affairs	42.4	46.5	38.9

Note: The statistics are based on a survey of 194,182 freshmen entering 382 two-year and four-year institutions in the fall of 1990. The figures were statistically adjusted to represent the total population of 1.6 million first-time, full-time freshmen. Because of rounding or multiple responses, figures may add to more than 100 per cent.

SOURCE: "THE AMERICAN FRESHMAN: NATIONAL NORMS FOR FALL 1990," BY ALEXANDER W. ASTIN, PUBLISHED BY AMERICAN COUNCIL ON EDUCATION AND UNIVERSITY OF CALIFORNIA AT LOS ANGELES

Projections of College Enrollment, 1991-2001

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Total	13,643,000	13,613,000	13,597,000	13,579,000	13,657,000	13,747,000	13,906,000	14,089,000	14,165,000	14,326,000	14,447,000
Men	6,309,000	6,276,000	6,254,000	6,228,000	6,247,000	6,271,000	6,331,000	6,412,000	6,395,000	6,468,000	6,522,000
Women	7,334,000	7,337,000	7,343,000	7,351,000	7,410,000	7,476,000	7,575,000	7,677,000	7,770,000	7,858,000	7,925,000
Public institutions	10,608,000	10,587,000	10,579,000	10,571,000	10,637,000	10,710,000	10,834,000	10,977,000	11,047,000	11,171,000	11,264,000
Private institutions	3,035,000	3,026,000	3,018,000	3,008,000	3,020,000	3,037,000	3,072,000	3,112,000	3,118,000	3,155,000	3,183,000
Full-time students	7,627,000	7,569,000	7,508,000	7,456,000	7,490,000	7,542,000	7,654,000	7,801,000	7,841,000	7,970,000	8,067,000
Part-time students	6,016,000	6,044,000	6,089,000	6,123,000	6,167,000	6,205,000	6,252,000	6,288,000	6,324,000	6,356,000	6,380,000
Four-year institutions											
Total	8,599,000	8,572,000	8,540,000	8,507,000	8,542,000	8,588,000	8,685,000	8,803,000	8,837,000	8,945,000	9,026,000
Public	5,826,000	5,806,000	5,783,000	5,760,000	5,785,000	5,816,000	5,883,000	5,965,000	5,994,000	6,070,000	6,126,000
Private	2,773,000	2,766,000	2,757,000	2,747,000	2,757,000	2,772,000	2,802,000	2,838,000	2,843,000	2,875,000	2,900,000
Two-year institutions											
Total	5,044,000	5,041,000	5,057,000	5,072,000	5,115,000	5,159,000	5,221,000	5,286,000	5,328,000	5,381,000	5,421,000
Public	4,782,000	4,781,000	4,796,000	4,811,000	4,852,000	4,894,000	4,951,000	5,012,000	5,053,000	5,101,000	5,138,000
Private	262,000	260,000	261,000	261,000	263,000	265,000	270,000	274,000	275,000	280,000	283,000

SOURCE: U.S. DEPARTMENT OF EDUCATION

The Nation

STUDENTS

- Characteristics of recipients of doctorates
- College and university enrollment by level and age of student

Characteristics of Recipients of Doctorates, 1989

	All fields [1]	Arts and humanities	Business and management	Education	Engineering	Life sciences	Physical sciences	Social sciences	Professional fields [2]
Doctoral degrees conferred	34,319	3,558	1,071	6,265	4,536	6,343	5,460	5,955	1,076
Median age at conferral	33.8	35.7	35.1	41.1	31.1	32.2	30.2	33.9	38.5
Median number of years from bachelor's degree to doctorate	10.5	12.5	11.7	17.3	8.1	9.1	7.3	10.3	14.7
Median number of years registered as a graduate student	6.9	8.4	7.0	8.2	6.0	6.5	6.1	7.4	8.1
Proportion with bachelor's degree in same field as doctorate	54.2%	55.5%	34.2%	38.5%	76.2%	53.4%	66.2%	52.3%	23.5%
Sex									
Male	63.5%	54.5%	73.9%	42.5%	91.8%	61.8%	81.2%	54.8%	56.4%
Female	36.5	45.5	26.1	57.5	8.2	38.2	18.8	45.2	43.6
Citizenship									
United States	67.5	76.4	61.5	82.9	40.9	71.1	59.0	70.4	73.3
Non-U.S., permanent visa	4.7	5.9	6.3	2.6	8.0	4.1	4.9	3.7	5.2
Non-U.S., temporary visa	19.2	9.6	24.5	7.1	42.4	18.0	28.0	13.6	11.5
Unknown	8.6	8.1	7.7	7.4	8.8	6.9	8.0	12.2	9.9
Racial and ethnic group [3]									
American Indian	0.4	0.2	0.1	0.4	0.3	0.3	0.5	0.4	0.7
Asian	5.1	2.9	6.7	1.9	16.2	5.2	7.2	3.1	3.3
Black	3.8	2.8	2.2	8.0	1.4	2.1	1.3	4.2	6.4
White	86.2	88.2	87.5	85.7	77.4	88.3	86.0	87.5	86.3
Puerto Rican	0.7	0.8	0.1	1.0	0.3	0.6	0.7	0.8	0.5
Mexican-American	0.7	0.8	0.3	0.9	0.6	0.5	0.4	1.0	0.6
Other Hispanic	1.3	2.1	1.0	1.2	1.2	1.0	1.3	1.5	1.3
Other and unknown	1.8	2.3	2.1	0.9	2.5	2.0	2.6	1.6	0.9
Planned postdoctoral study									
Fellowship	11.3%	3.5%	0.7%	1.6%	5.8%	29.7%	17.8%	8.4%	1.5%
Research associateship	9.0	1.1	1.1	1.3	11.7	16.3	22.4	2.7	1.3
Traineeship	1.0	0.2	0.6	0.3	1.4	1.4	0.9	1.6	0.6
Other	1.5	1.1	0.3	0.9	0.5	4.1	0.8	1.3	0.4
Planned postdoctoral employment									
Educational institution	39.0	67.6	75.7	63.3	23.1	20.5	20.0	36.7	52.7
Industry or business	13.5	4.3	7.9	6.0	34.6	8.3	20.9	11.2	8.9
Government	6.3	2.1	1.6	8.2	7.0	6.1	4.4	9.5	5.3
Non-profit organization	4.2	4.9	0.6	5.0	1.2	2.6	0.6	9.0	14.0
Other or unknown	2.8	3.8	1.1	3.3	1.9	1.9	1.5	4.8	2.9
Postdoctoral status unknown	11.4	11.4	10.4	10.2	12.8	9.2	10.7	14.8	12.5
Primary postdoctoral employment activity									
Research and development	28.9%	7.0%	34.1%	5.8%	63.5%	44.0%	59.4%	24.4%	11.0%
Teaching	36.9	72.4	54.0	36.3	20.0	28.5	26.8	29.8	50.6
Administration	12.6	4.5	3.0	36.7	1.7	6.1	2.1	6.2	12.2
Professional services	12.4	5.0	1.9	11.1	6.0	11.4	3.8	31.4	15.6
Other	3.1	5.2	1.8	2.8	2.4	4.0	2.4	2.5	4.3
Unknown	6.2	5.9	5.1	7.4	6.4	6.0	5.5	5.7	6.3

[1] Includes degree categories not listed separately
[2] Excludes business and management, which is listed separately
[3] Figures cover only U.S. citizens and those with permanent visas

SOURCE: "SUMMARY REPORT 1989," NATIONAL RESEARCH COUNCIL

College and University Enrollment by Level and Age of Student, Fall 1987

	Undergraduate			First-professional			Graduate			All levels		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Full-time students												
Under 18	1.5%	2.0%	1.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%	1.8%	1.6%
18 to 19	34.4	37.6	36.1	0.1	0.1	0.1	0.1	0.1	0.1	30.2	34.3	32.2
20 to 21	29.8	29.2	29.5	2.6	3.6	3.0	1.1	1.3	1.2	26.3	26.8	26.5
22 to 24	18.7	13.5	16.0	40.0	40.2	40.1	22.0	24.0	22.9	19.8	14.8	17.3
25 to 29	7.8	6.5	7.2	37.6	32.4	35.7	36.8	30.3	33.9	11.4	8.7	10.1
30 to 34	3.4	4.3	3.8	10.9	11.5	11.1	19.7	16.5	18.3	5.0	5.2	5.1
35 to 39	1.7	2.9	2.3	4.5	5.9	5.0	10.3	11.7	10.9	2.5	3.5	3.0
40 to 49	1.3	2.4	1.8	2.1	3.9	2.8	6.0	11.3	8.3	1.7	3.0	2.4
50 to 64	0.3	0.5	0.4	0.4	0.7	0.5	1.3	2.6	1.9	0.4	0.7	0.5
65 and over	0.1	0.1	0.1	0.1	0.1	0.1	0.7	0.2	0.5	0.2	0.1	0.1
Age unknown	1.0	1.0	1.0	1.6	1.7	1.7	2.1	1.9	2.0	1.1	1.1	1.1
Number of full-time students	3,163,754	3,299,312	6,463,066	153,661	88,143	241,804	293,503	233,133	526,636	3,610,918	3,620,588	7,231,506
Part-time students												
Under 18	2.0%	2.0%	2.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	1.7%	1.7%	1.7%
18 to 19	8.7	7.5	8.0	0.0	0.0	0.0	0.0	0.0	0.0	7.1	6.2	6.6
20 to 21	11.5	9.3	10.2	0.4	0.3	0.4	0.3	0.3	0.3	9.5	7.8	8.5
22 to 24	17.1	13.6	15.1	10.5	10.0	10.3	8.9	8.6	8.7	15.6	12.8	14.0
25 to 29	20.6	17.6	18.9	35.8	30.4	33.7	28.9	23.3	25.7	22.2	18.6	20.1
30 to 34	14.6	14.7	14.7	24.3	22.3	23.6	23.4	18.7	20.7	16.2	15.4	15.7
35 to 39	9.3	12.0	10.9	14.6	16.0	15.1	16.7	18.0	17.5	10.6	13.0	12.0
40 to 49	8.8	13.7	11.7	10.1	14.7	11.9	14.2	20.5	17.8	9.7	14.8	12.7
50 to 64	3.7	5.3	4.6	2.6	3.8	3.1	3.3	5.4	4.5	3.6	5.3	4.6
65 and over	1.6	2.1	1.9	0.3	0.3	0.3	0.6	0.5	0.5	1.4	1.9	1.7
Age unknown	2.1	2.1	2.1	1.4	2.1	1.7	3.6	4.5	4.1	2.4	2.5	2.4
Number of part-time students	1,904,930	2,679,906	4,584,836	16,472	10,191	26,663	399,811	525,491	925,302	2,321,213	3,215,588	5,536,801
All students												
Under 18	1.7%	2.0%	1.9%	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	1.5%	1.8%	1.6%
18 to 19	24.7	24.1	24.4	0.1	0.1	0.1	0.0	0.0	0.0	21.1	21.1	21.1
20 to 21	22.9	20.3	21.5	2.4	3.2	2.7	0.6	0.7	0.6	19.7	17.9	18.7
22 to 24	18.1	13.5	15.6	37.1	37.1	37.1	14.4	13.4	13.9	18.2	13.9	15.9
25 to 29	12.6	11.5	12.0	37.4	32.2	35.5	32.2	25.5	28.7	15.6	13.4	14.4
30 to 34	7.6	8.9	8.3	12.2	12.6	12.3	21.8	18.0	19.8	9.4	10.0	9.7
35 to 39	4.6	7.0	5.9	5.5	6.9	6.0	14.0	16.1	15.1	5.7	8.0	6.9
40 to 49	4.1	7.4	5.9	2.9	5.0	3.7	10.7	17.7	14.3	4.9	8.5	6.8
50 to 64	1.6	2.6	2.2	0.7	1.0	0.8	2.5	4.6	3.6	1.7	2.8	2.3
65 and over	0.7	1.0	0.9	0.1	0.1	0.1	0.6	0.4	0.5	0.6	0.9	0.8
Age unknown	1.4	1.5	1.5	1.6	1.8	1.7	3.0	3.7	3.3	1.6	1.7	1.7
Total number of students	5,068,684	5,979,218	11,047,902	170,133	98,334	268,467	693,314	758,624	1,451,938	5,932,131	6,836,176	12,768,307

Note: The federal government compiles data on the age of students every two years; the latest published report covers 1987.

SOURCE: U.S. DEPARTMENT OF EDUCATION

The Nation

STUDENTS

- Foreign students' countries of origin
- Earned degrees conferred
- Institutions enrolling the most foreign students

Foreign Students' Countries of Origin, 1989-90

	Students
China	33,390
Taiwan	30,960
Japan	29,840
India	26,240
Republic of Korea	21,710
Canada	17,870
Malaysia	14,110
Hong Kong	11,230
Indonesia	9,390
Iran	7,440
United Kingdom	7,100
Pakistan	7,070
West Germany	6,750
Thailand	6,630
Mexico	6,540
France	5,340
Jordan	5,250
Philippines	4,540
Nigeria	4,480
Lebanon	4,450
Singapore	4,440
Greece	4,430
Saudi Arabia	4,110
Brazil	3,730
Spain	3,640
Turkey	3,400
Colombia	3,320
Israel	2,910
Jamaica	2,850
Peru	2,750
Venezuela	2,740
Bangladesh	2,470
Nicaragua	2,450
Italy	2,370
Kuwait	2,280
Panama	2,260
Sri Lanka	2,210
Kenya	2,200
Norway	2,160
Trinidad & Tobago	2,160
South Africa	2,050
Ethiopia	2,020
Vietnam	1,850
Netherlands	1,840
Argentina	1,810
Cyprus	1,750
Australia	1,740
Sweden	1,740
Egypt	1,700
Bahamas	1,640
Syria	1,500
Haiti	1,490
Honduras	1,470
United Arab Emirates	1,450
Ireland	1,380
El Salvador	1,370
Cameroon	1,240
Switzerland	1,240
Ecuador	1,170
Morocco	1,140
Chile	1,100
Yugoslavia	1,070
Bolivia	1,060
Costa Rica	1,060
Ghana	1,030
Guatemala	1,030
Poland	1,010

Note: Includes only countries with over 1,000 students in U.S. institutions.

SOURCE: INSTITUTE OF INTERNATIONAL EDUCATION

Institutions Enrolling the Most Foreign Students, 1989-90

Miami-Dade Community College	5,518
University of Southern California	3,705
University of Texas at Austin	3,588
University of Wisconsin at Madison	3,295
Boston University	3,248
University of California at Los Angeles	3,126
Ohio State University main campus	2,887
Columbia University	2,849
University of Illinois at Urbana-Champaign	2,794
University of Pennsylvania	2,778
Southern Illinois University at Carbondale	2,615
University of Minnesota–Twin Cities	2,555
University of Michigan at Ann Arbor	2,465
University of Maryland at College Park	2,397
University of Houston at University Park	2,332
Northeastern University	2,288
Purdue University main campus	2,277
Michigan State University	2,270
University of Arizona	2,253
Harvard University	2,246
George Washington University	2,207
State University of New York at Buffalo	2,192
Iowa State University	2,160
Texas A&M University main campus	2,156
University of California at Berkeley	2,143
Cornell University	2,138
Arizona State University	2,132
New York University	2,102
Stanford University	2,081
Indiana University at Bloomington	2,066
Pennsylvania State University main campus	2,059
Massachusetts Institute of Technology	2,049
California State University at Los Angeles	2,028
Rutgers University	1,988
University of Iowa	1,888
University of Florida	1,880
New Jersey Institute of Technology	1,864
University of Hawaii at Manoa	1,850
University of Kansas	1,837
Oregon State University	1,817

SOURCE: INSTITUTE OF INTERNATIONAL EDUCATION

Earned Degrees Conferred, 1988-89

	Bachelor's degrees			Master's degrees			Doctoral degrees		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
Agriculture and natural resources	13,488	9,295	4,193	3,245	2,231	1,014	1,184	952	232
Architecture and environmental design	9,191	5,580	3,611	3,378	2,191	1,187	86	63	23
Area and ethnic studies	3,949	1,613	2,336	978	497	481	110	57	53
Business and management	246,659	131,419	115,240	73,154	48,557	24,597	1,150	844	306
Communications	47,385	18,567	28,818	3,926	1,540	2,386	242	135	107
Communications technologies	1,240	696	544	307	170	137	6	2	4
Computer and information sciences	30,637	21,221	9,416	9,392	6,769	2,623	538	457	81
Education	96,988	21,662	75,326	82,238	20,286	61,952	6,783	2,894	3,889
Engineering	66,296	56,234	10,062	23,713	20,633	3,080	4,521	4,121	400
Engineering technologies	18,977	17,417	1,560	828	722	106	12	12	0
Foreign languages	10,774	2,879	7,895	1,911	602	1,309	422	169	253
Health sciences	59,111	8,926	50,185	19,255	4,210	15,045	1,439	612	827
Home economics	14,717	1,380	13,337	2,174	311	1,863	263	59	204
Law	1,976	785	1,191	2,098	1,491	607	76	46	30
Letters	43,323	14,237	29,086	6,608	2,272	4,336	1,238	559	679
Liberal/general studies	23,459	10,051	13,408	1,408	495	913	32	16	16
Library and archival sciences	122	16	106	3,940	816	3,124	61	27	34
Life sciences	36,079	17,970	18,109	4,933	2,484	2,449	3,533	2,235	1,298
Mathematics	15,237	8,221	7,016	3,424	2,058	1,366	882	711	171
Military sciences	419	378	41	0	0	0	0	0	0
Multi/interdisciplinary studies	18,213	8,419	9,794	3,225	1,966	1,259	257	158	99
Parks and recreation	4,171	1,709	2,462	460	213	247	36	28	8
Philosophy and religion	6,411	4,122	2,289	1,274	755	519	464	341	123
Physical sciences	17,204	12,097	5,107	5,737	4,204	1,533	3,852	3,093	759
Protective services	14,626	9,074	5,552	1,046	722	324	27	19	8
Psychology	48,516	14,181	34,335	8,579	2,799	5,780	3,263	1,429	1,834
Public affairs and social work	15,254	4,948	10,306	17,928	6,398	11,530	417	208	209
Social sciences	107,714	59,924	47,790	10,854	6,493	4,361	2,878	1,939	939
Theology	5,322	4,108	1,214	4,625	3,003	1,622	1,165	1,022	143
Visual and performing arts	37,781	14,558	23,223	8,234	3,598	4,636	755	443	312
Not classified by field of study	2,428	1,410	1,018	890	496	394	67	54	13
All fields	1,017,667	483,097	534,570	309,762	148,982	160,780	35,759	22,705	13,054

	Professional degrees		
	Total	Men	Women
Chiropractic	2,890	2,159	731
Dentistry	4,247	3,139	1,108
Law	35,567	21,048	14,519
Medicine	15,454	10,326	5,128
Optometry	1,093	683	410
Osteopathic medicine	1,635	1,183	452
Pharmacy	1,074	422	652
Podiatry, podiatric medicine	636	487	149
Theological professions	6,005	4,639	1,366
Veterinary medicine	2,157	981	1,176
All fields	70,758	45,067	25,691

SOURCE: U.S. DEPARTMENT OF EDUCATION

The Nation

FACULTY AND STAFF

- Full-time employees by race
- Median salaries of administrators
- Faculty workloads

Full-Time Employees in Colleges and Universities by Racial and Ethnic Group, 1989-90

	Total	American Indian	Asian	Black	Hispanic	White
Professional						
Faculty	514,662	1,498	24,252	23,225	10,087	455,600
Executive, administrative, managerial	137,561	491	1,980	11,796	3,183	120,111
Other professionals	343,699	1,398	17,193	29,045	9,510	286,553
Non-professional						
Clerical, secretarial	370,336	1,969	8,928	58,966	18,798	281,675
Technical, paraprofessional	147,569	735	6,657	23,126	7,484	109,567
Skilled crafts	63,728	441	702	7,094	3,410	52,081
Service, maintenance	201,973	1,317	4,348	67,025	16,766	112,517
Total	1,779,528	7,849	64,060	220,277	69,238	1,418,104

Note: Figures are based on reports of 3,156 colleges.

SOURCE: U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

Faculty Workloads, 1989-90

	Proportion reporting number of hours per week								
	0	1-4	5-8	9-12	13-16	17-20	21-34	35-44	45+
Teaching	0.3%	7.2%	26.2%	32.0%	17.6%	10.1%	5.9%	0.5%	0.1%
Preparing for teaching	0.3	8.4	22.9	25.2	17.3	13.8	9.4	2.0	0.7
Research and scholarly writing	20.2	27.9	16.4	12.4	7.3	6.7	6.3	1.8	1.0
Advising or counseling students	2.6	56.6	29.5	8.0	2.0	0.9	0.4	0.1	0.0
Committee work / meetings	4.6	68.8	20.6	4.3	1.1	0.3	0.1	0.0	0.0
Other administration	36.5	38.6	11.5	5.8	3.0	2.3	1.7	0.4	0.2
Consultation with clients or patients	68.8	20.7	6.3	2.2	0.8	0.6	0.4	0.1	0.1

Note: The figures are based on survey responses of 35,478 faculty members at 392 colleges and universities. The survey was conducted in the fall and winter of 1989-90 and was limited to full-time professors who spent at least part of their time teaching undergraduates. The response rate was 55 per cent. The figures were statistically adjusted to represent the total population of full-time faculty members. Because of rounding or multiple responses, figures may add to more than 100 per cent.

SOURCE: "THE AMERICAN COLLEGE TEACHER: NATIONAL NORMS FOR THE 1989-90 H.E.R.I. FACULTY SURVEY," PUBLISHED BY UNIVERSITY OF CALIFORNIA AT LOS ANGELES HIGHER EDUCATION RESEARCH INSTITUTE

Median Salaries of College and University Administrators, 1990-91

Executive	
Chief executive of a system	$98,666
Assistant to chief executive of a system	60,000
Chief executive of a single institution	93,000
Assistant to chief executive of a single institution	46,465
Executive vice-president	76,740
Academic	
Chief academic officer	$70,721
Chief health-professions officer	89,444
Director, library services	46,480
Circulation librarian	28,000
Acquisitions librarian	31,922
Technical-services librarian	32,700
Public-services librarian	34,080
Reference librarian	30,428
Director, institutional research	47,290
Associate director, institutional research	38,292
Director, educational-media services	35,900
Director, learning-resources center	38,500
Director, international studies	48,438
Director, academic computer center	47,100
Associate director, academic computer center	40,380
Administrator, grants and contracts	46,027
Dean, architecture	87,255
Dean, agriculture	84,700
Dean, arts and letters	61,250
Dean, arts and sciences	70,000
Dean, business	70,000
Dean, communications	57,600
Dean, continuing education	53,400
Dean, dentistry	115,000
Dean, education	68,300
Dean, engineering	88,564
Dean, extension	60,862
Dean, fine arts	60,765
Dean, graduate programs	68,784
Dean, health-related professions	62,205
Dean, home economics	77,425
Dean, humanities	52,384
Dean, instruction	56,476
Dean, law	120,338
Dean, library and information sciences	68,000
Dean, mathematics	52,164
Dean, medicine	160,172
Dean, music	66,000
Dean, nursing	60,000
Dean, pharmacy	93,445
Dean, public health	110,750
Dean, sciences	58,314
Dean, social sciences	53,273
Dean, social work	78,981
Dean, special programs	47,000
Dean, undergraduate programs	61,392
Dean, veterinary medicine	106,963
Dean, vocational education	54,600
Administrative	
Chief business officer	$67,760
Chief administration officer	65,150
Administrative, continued	
Chief financial officer	$62,000
Director, health and safety	46,720
Director, telecommunications	45,000
Chief planning officer	62,250
Chief budget officer	52,838
Associate budget director	43,038
Chief planning and budget officer	68,709
General counsel	71,175
Staff attorney	52,084
Chief personnel officer	49,429
Associate director, personnel	39,000
Manager, benefits	32,000
Manager, training and development	35,767
Manager, employee relations	38,925
Manager, labor relations	52,521
Manager, employment	32,500
Manager, wage and salary	35,977
Manager, personnel information systems	34,041
Director, affirmative action and equal employment	49,737
Associate director, affirmative action and equal employment	35,839
Director, personnel and affirmative action	40,500
Chief computer officer	53,500
Associate director, computer center	44,398
Data base administrator	43,270
Systems analyst, highest level	38,410
Systems analyst, lowest level	30,782
Programmer analyst, highest level	32,427
Programmer analyst, lowest level	25,737
Director, administrative computer center	46,503
Associate director, administrative computer center	42,102
Director, information systems	54,994
Chief physical-plant officer	48,200
Associate director, physical plant	40,000
Manager, landscape and grounds	30,898
Manager, building maintenance trades	34,405
Manager, technical trades	34,920
Manager, custodial services	29,946
Manager, power plant	37,615
Comptroller	48,240
Manager, payroll	30,484
Director, accounting	40,432
Staff accountant, highest level	29,258
Staff accountant, lowest level	23,820
Bursar	36,206
Director, purchasing	38,326
Associate director, purchasing	34,350
Director, bookstore	29,862
Associate director, bookstore	24,912
Director, internal audit	46,640
Director, auxiliary services	46,980
Manager, mail services	22,725
Director, campus security	36,764
Director, risk management and insurance	48,300
Administrator, hospital medical center	125,035
External affairs	
Chief development officer	$61,175
Director, annual giving	35,265
External affairs, continued	
Director, corporate and foundation relations	$41,354
Coordinator, resource development	30,500
Director, estate planning	45,150
Chief public-relations officer	42,298
Director, governmental relations	64,685
Chief development and public-relations officer	67,980
Director, alumni affairs	35,175
Director, development and alumni affairs	46,195
Director, special and deferred gifts	44,335
Director, church relations	36,169
Director, community services	42,443
Director, publications	35,989
Associate director, publications	28,920
Manager, printing services	30,500
Director, information office	36,136
Director, news bureau	31,745
Student services	
Chief student-affairs officer	$59,934
Dean, students	47,621
Chief admissions officer	45,000
Associate director, admissions	31,400
Admissions counselor	21,523
Academic advisor	27,040
Director, admissions and registrar	45,893
Registrar	39,400
Associate registrar	34,247
Assistant registrar	26,424
Director, admissions and financial aid	47,567
Director, student financial aid	38,256
Associate director, student financial aid	28,476
Director, food services	39,445
Associate director, food services	33,180
Director, student housing	35,900
Associate director, student housing	30,451
Housing officer, administrative operations	31,903
Housing officer, residential life	26,453
Director, foreign students	32,945
Director, student union and student activities	37,623
Director, student union	39,900
Associate director, student union	31,264
Director, student activities	30,609
Director, student placement	35,880
Director, student counseling	41,556
Associate director, student counseling	35,750
Director, student health services, physician	74,262
Director, student health services, nurse	28,248
Director, campus ministries	31,540
Director, athletics	48,810
Men's	50,700
Women's	39,141
Director, sports information	27,055
Director, campus recreation	31,500
Chief, enrollment management	52,505
Director, minority affairs	37,012
Director, conferences	36,268

Note: The figures are based on a survey sent to 3,400 colleges and universities in the fall of 1990. The response rate was 41 per cent. The figures are meant to provide a broad overview of salaries in higher education.

SOURCE: COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

The Nation

FACULTY AND STAFF

- Colleges' experience in recruiting full-time faculty members
- Distribution of full-time faculty members by rank
- Employment of faculty members
- Average faculty salaries
- Median salaries of chief executive and academic officers

Colleges' Experience in Recruiting Full-Time Faculty Members, 1990-91

	Total	Baccalaureate	Comprehensive	Doctoral	2-year
Compared to five years ago, the number of faculty members who received job offers from other institutions has increased					
Yes	34%	37%	43%	55%	24%
No	66	63	57	45	76
The quality of applicants has declined					
Yes, generally	7	6	0	3	10
Yes, in a few fields	30	29	39	10	31
No	63	66	61	87	59
It has taken longer to find qualified people					
Yes, generally	22	17	19	5	30
Yes, in a few fields	38	35	53	38	35
No	39	48	28	56	35
Institution has had greater difficulty in getting top applicants to accept positions					
Yes, generally	19	13	17	9	24
Yes, in a few fields	36	35	58	35	28
No	45	52	25	56	47
A lower percentage of offers is being accepted					
Yes, generally	8	5	7	3	12
Yes, in a few fields	28	21	39	27	28
No	64	74	54	70	60
Institution has hired some faculty members in advance of an expected vacancy					
Yes, generally	3	1	3	5	3
Yes, in a few fields	12	16	15	32	5
No	85	83	82	63	92
Institution has hired some faculty members at salaries above the salary scale					
Yes, generally	7	7	11	9	5
Yes, in a few fields	41	51	61	57	23
No	53	42	28	34	72
Institution has hired new junior faculty members at a salary above that of some senior faculty members in the same department					
Yes, generally	3	3	9	7	1
Yes, in a few fields	24	30	40	61	9
No	72	67	52	32	90
Institution has moved some part-time faculty members into full-time positions					
Yes, generally	6	0	6	0	11
Yes, in a few fields	49	51	40	23	55
No	45	49	54	77	34
Institution is concerned about predicted faculty shortages as they might affect					
Institution generally					
Yes	44	38	57	53	42
No	56	62	43	47	58
A few departments					
Yes	82	74	87	80	85
No	18	26	13	20	15

Note: The figures are based on responses to a survey sent to senior administrators at 444 colleges and universities in the spring of 1991. The response rate was 81 per cent. Because of rounding, figures may not add to 100 per cent.

SOURCE: AMERICAN COUNCIL ON EDUCATION

Distribution of Full-Time Faculty Members by Rank, 1987

	Public 4-year	Private 4-year	Public 2-year	Other	All
Full professor	38%	31%	12%	23%	30%
Associate professor	27	27	11	22	24
Assistant professor	24	29	11	31	24
Instructor	5	7	33	13	11
Other	5	6	34	10	11

Note: The figures are based on a 1988 survey of administrators at 480 colleges and universities. The response rate was 88 per cent. The category of "Other" institutions includes private two-year colleges and specialized institutions. Because of rounding, figures may not add to 100 per cent.

SOURCE: U.S. DEPARTMENT OF EDUCATION

Employment Status of Faculty Members, 1987

	All	Public 4-year	Private 4-year	Public 2-year	Other
Number of faculty members	825,000	319,000	218,000	218,000	70,000
Regular full-time	60%	72%	58%	41%	63%
Regular part-time	22	14	21	35	20
Temporary full-time	3	4	3	1	1
Temporary part-time	16	9	19	23	16

Note: The figures are based on a 1988 survey of administrators at 480 colleges and universities. The response rate was 88 per cent. The figures are adjusted to represent the distribution of all professors whose regular assignment includes instruction. The category of "Other" institutions includes private two-year colleges and specialized institutions. "Temporary" faculty members include visiting, acting, and adjunct professors. Because of rounding, figures may not add to 100 per cent.

SOURCE: U.S. DEPARTMENT OF EDUCATION

Average Faculty Salaries, 1990-91

	All		Public		Private, Independent		Church-related	
Doctoral institutions	Salary	1-year increase	Salary	1-year increase	Salary	1-year increase	Salary	1-year increase
Professor	$62,910	5.5%	$60,450	5.2%	$72,950	6.5%	$60,790	5.3%
Associate professor	44,870	5.1	44,000	4.9	49,420	5.9	44,980	5.4
Assistant professor	37,820	5.2	36,980	4.8	41,640	6.4	38,030	6.6
Instructor	26,840	4.9	25,910	5.3	32,340	3.9	30,000	1.9
Lecturer	31,810	—	31,290	—	34,460	—	28,080	—
All ranks	49,320	5.4	47,650	5.1	57,320	6.3	47,520	5.6
Comprehensive institutions								
Professor	52,180	5.4	52,190	5.3	52,820	5.5	51,180	6.4
Associate professor	41,390	5.5	41,570	5.2	41,050	6.1	40,700	6.9
Assistant professor	34,160	5.7	34,460	5.4	33,020	6.3	33,950	6.6
Instructor	25,980	4.8	26,170	4.6	24,520	4.7	27,310	7.6
Lecturer	26,920	—	26,500	—	28,380	—	33,560	—
All ranks	41,830	5.5	42,170	5.3	40,730	5.9	41,010	6.6
Baccalaureate institutions								
Professor	44,570	5.9	44,900	5.5	49,610	6.1	40,040	6.0
Associate professor	35,980	5.8	37,550	5.6	38,200	6.0	33,080	5.8
Assistant professor	29,980	6.1	31,390	5.7	31,570	6.3	28,020	6.2
Instructor	24,760	6.2	26,510	6.1	25,470	5.8	23,600	6.5
Lecturer	28,030	—	27,110	—	32,840	—	22,470	—
All ranks	35,480	6.0	36,410	5.6	38,620	6.1	32,440	6.0
2-year institutions with academic ranks								
Professor	44,620	4.4	45,050	4.3	35,080	6.6	30,460	9.6
Associate professor	37,680	4.3	38,070	4.3	29,950	5.6	26,320	4.8
Assistant professor	31,470	4.5	31,870	4.5	27,150	6.1	23,300	4.3
Instructor	26,740	4.2	27,060	4.1	21,530	5.8	20,520	9.2
Lecturer	22,370	—	22,490	—	—	—	—	—
All ranks	35,960	4.4	36,420	4.3	28,280	5.1	25,320	6.4
2-year institutions without academic ranks								
All	37,030	5.4	37,200	5.4	28,660	5.2	24,800	3.2
All institutions except institutions without academic ranks								
Professor	56,210	5.5	55,830	5.2	61,620	6.2	47,240	6.0
Associate professor	41,780	5.3	42,210	5.0	43,280	6.0	37,540	6.0
Assistant professor	34,640	5.5	35,200	5.1	35,540	6.4	31,050	6.4
Instructor	26,090	5.0	26,330	4.8	26,240	4.9	24,800	6.4
Lecturer	29,930	—	29,310	—	33,190	—	27,690	—
All ranks	43,720	5.4	44,020	5.1	47,010	6.2	37,270	6.1

— No data reported

Note: Figures cover full-time members of the instructional staff except those in medical schools. The salaries are adjusted to a standard nine-month work year. The salary figures are based on 2,215 institutions; percentage increases are based on 1,754 institutions.

SOURCE: AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

Median Salaries of Chief Executive and Academic Officers, 1990-91

Type of institution by size of budget	Chief executive officer	Chief academic officer
Doctoral		
Up to $93-million	$116,200	$90,000
$93-million to $191.8-million	129,400	101,500
$191.8-million to $330.8-million	147,600	118,700
$330.8-million or more	142,700	131,900
All	132,000	111,300
Comprehensive		
Up to $24-million	$89,600	$70,000
$24-million to $37.8-million	99,200	80,200
$37.8-million to $62-million	99,800	84,000
$62-million or more	118,100	100,000
All	99,300	82,500
Baccalaureate		
Up to $8-million	$70,500	$50,100
$8-million to $12-million	85,000	58,100
$12-million to $20-million	95,500	69,500
$20-million or more	118,500	77,400
All	90,500	63,600
2-year		
Up to $6.4-million	$70,200	$50,800
$6.4-million to $11-million	76,200	58,000
$11-million to $20-million	83,400	63,200
$20-million or more	91,500	71,700
All	78,300	60,500

Note: The figures are based on reports of 1,402 colleges and universities.

SOURCE: COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

The Nation

■ Faculty attitudes and activities

FACULTY AND STAFF

Faculty Attitudes and Activities, 1989-90

	All institutions			Universities		Other 4-year colleges		2-year colleges
	Total	Men	Women	Public	Private	Public	Private	Public
Political orientation:								
Far left	4.9%	4.9%	5.1%	6.5%	8.2%	4.3%	5.3%	2.3%
Liberal	36.8	35.6	39.7	42.1	48.0	35.7	37.0	27.1
Moderate	40.2	39,8	40.9	37.9	30.8	42.1	39.2	45.0
Conservative	17.8	19.2	14.2	13.1	12.5	17.5	18.3	25.2
Far right	0.4	0.5	0.1	0.3	0.5	0.4	0.2	0.4
Professional writings accepted for publication or published in last two years:								
None	45.3%	40.9%	56.3%	21.6%	15.8%	42.8%	51.9%	81.9%
1-2	25.7	26.1	24.5	27.6	26.1	31.2	29.5	13.9
3-4	15.8	17.4	11.7	25.1	28.4	15.8	12.1	2.8
5-10	10.8	12.4	6.7	21.0	23.9	8.5	5.4	0.9
11-20	1.9	2.4	0.6	3.8	4.4	1.4	0.7	0.2
21-50	0.4	0.6	0.2	0.9	1.3	0.2	0.2	0.1
50 or more	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Professional goals noted as essential or very important:								
Engage in research	58.5%	61.1%	52.3%	78.6%	85.2%	61.0%	54.2%	25.1%
Engage in outside activities	52.5	49.8	59.1	48.7	48.3	54.4	53.9	54.9
Provide services to the community	43.4	39.9	52.0	35.8	33.6	45.7	44.8	52.4
Participate in committee or other administrative work	29.2	25.7	37.9	23.0	19.3	30.7	32.1	36.3
Be a good colleague	80.0	77.4	86.4	75.9	74.8	79.7	83.4	84.5
Be a good teacher	98.2	98.1	98.4	97.6	95.5	98.3	99.0	99.2
Aspects of job noted as very satisfactory or satisfactory:								
Salary and fringe benefits	44.5%	44.3%	44.9%	44.3%	51.3%	39.0%	40.2%	52.1%
Opportunity for scholarly pursuits	45.4	48.4	37.8	53.3	62.4	38.1	38.8	43.6
Teaching load	50.3	51.3	47.7	58.3	63.5	42.2	45.2	49.3
Quality of students	37.5	35.5	42.5	38.0	58.6	32.2	43.3	30.2
Working conditions	64.6	65.7	62.0	66.4	74.8	58.9	66.2	63.9
Autonomy and independence	82.9	83.3	81.9	85.0	89.1	80.0	83.8	80.6
Relationships with other faculty	75.1	74.5	76.5	69.0	74.3	73.9	79.7	80.0
Competency of colleagues	68.4	68.1	69.0	64.6	75.0	63.3	74.4	71.2
Visibility for jobs at other institutions and organizations	43.1	43.7	41.7	45.5	58.8	38.3	39.5	42.0
Job security	74.6	77.7	66.9	73.5	73.8	75.4	69.9	79.4
Undergraduate course assignments	77.5	77.8	76.8	76.8	79.5	75.4	79.7	78.2
Graduate course assignments	72.3	73.9	66.0	75.1	78.0	71.0	68.2	41.3
Relationship with administration	51.8	50.7	54.4	48.4	53.1	49.0	58.2	52.8
Overall job satisfaction	69.2	69.0	69.8	65.6	74.8	64.9	71.4	74.4
Attributes noted as being very descriptive of own institution:								
It is easy for students to see faculty outside of regular office hours	33.6%	33.6%	33.7%	20.6%	27.6%	30.5%	53.6%	38.2%
There is a great deal of conformity among students	24.6	25.1	23.3	26.2	24.9	22.7	35.7	15.8
Most students are very bright	8.9	9.0	8.6	7.0	35.5	4.0	13.6	2.3
The administration is open about its policies	11.9	11.5	13.0	7.9	8.8	10.1	17.3	15.8
There is keen competition among most students for high grades	20.1	20.5	19.0	25.4	48.9	13.9	20.6	9.4
Faculty are rewarded for their advising skills	2.0	1.9	2.2	1.3	2.0	1.6	4.1	1.4
The faculty are typically at odds with the campus administration	18.6	19.1	17.5	19.8	14.9	21.0	14.7	19.1
Intercollegiate sports are overemphasized	16.1	17.1	13.5	33.0	6.8	15.6	10.0	5.5
Faculty here respect each other	31.7	30.1	35.7	23.3	35.0	24.4	44.1	38.2
Most students are treated like "numbers in a book"	5.9	6.3	4.8	12.1	4.5	6.2	1.5	2.8
There is little or no contact between students and faculty	5.1	5.5	4.3	7.5	5.9	5.9	2.0	3.9
The student body is apathetic and has little "school spirit"	17.0	18.3	13.7	12.9	7.6	21.4	8.6	27.3
Faculty are rewarded for being good teachers	9.8	9.6	10.2	6.2	10.8	8.1	19.2	8.0
Student services are well supported	18.8	18.6	19.4	15.9	18.1	15.4	25.9	20.5
Agree strongly or somewhat that at own institution:								
Faculty here are interested in students' personal problems	73.8%	71.9%	78.5%	58.4%	60.8%	72.7%	89.3%	84.9%
Most faculty are sensitive to the issues of minorities	69.1	69.5	68.0	64.8	67.0	67.6	73.4	73.0
The curriculum has suffered from faculty overspecialization	28.3	29.8	24.5	42.3	37.4	27.2	21.0	16.1
Faculty are committed to the welfare of institution	76.1	75.2	78.2	67.5	76.3	71.9	87.1	81.5
Many courses include minority-group perspectives	36.0	34.6	39.6	33.2	29.7	37.3	37.3	40.0
Administrators consider student concerns when making policy	59.7	59.3	61.0	51.7	55.9	58.2	71.2	62.6
Faculty here are strongly interested in the academic problems of undergraduates	76.4	75.3	79.0	61.6	67.6	77.2	90.4	84.2
There is a lot of campus racial conflict	11.8	11.0	13.8	20.8	11.1	10.4	9.4	5.4
Students of different racial or ethnic origins communicate well with one another	59.0	59.3	58.4	50.2	51.4	58.4	62.2	69.7
Campus administrators care little about what happens to students	23.8	24.8	21.4	30.8	21.2	26.5	13.2	22.5
There is little trust between minority-student groups and campus administrators	27.5	28.2	25.7	41.0	34.7	26.6	19.3	17.5
Many courses include feminist perspectives	28.8	29.8	26.3	28.4	30.1	25.0	32.4	31.1
There are many opportunities for faculty and students to socialize with one another	38.4	39.3	36.1	28.0	39.6	34.7	58.6	36.8
Administrators consider faculty concerns when making policy	50.0	50.3	49.1	45.9	52.7	45.7	61.5	49.5
Faculty feel that students are well prepared academically	27.4	26.6	29.5	23.7	50.5	22.1	37.7	20.3
Institutional demands for doing research interfere with my effectiveness as a teacher	26.7	26.9	26.2	44.4	34.7	31.9	15.7	6.1
Issues noted as being of highest or high priority at own institution:								
Promoting the intellectual development of students	76.1%	75.5%	77.6%	70.6%	83.7%	72.4%	85.5%	75.8%
Helping students examine and understand their personal values	47.4	45.6	51.7	32.3	47.2	43.0	71.9	48.8
Increasing the representation of minorities in the faculty and administration	46.9	46.1	49.0	52.3	40.5	52.2	39.0	44.4
Developing a sense of community among students and faculty	41.0	38.7	46.5	25.5	34.8	38.4	60.6	47.9
Developing leadership ability among students	37.6	35.5	43.0	25.8	32.0	37.6	53.9	39.7
Conducting basic and applied research	44.5	47.0	38.4	80.5	74.0	41.9	24.4	10.9
Raising money for the institution	58.3	57.2	61.2	63.7	77.7	53.1	71.5	39.1
Developing leadership ability among faculty	24.0	22.0	28.9	20.2	20.6	23.1	25.9	29.0
Increasing the representation of women in the faculty and administration	39.2	40.9	34.8	45.2	36.7	42.1	35.2	33.6
Facilitating student involvement in community-service projects	23.3	21.2	28.4	13.3	25.1	21.6	40.0	22.6
Helping students learn how to bring about change in American society	21.1	19.4	25.3	14.7	15.7	21.5	31.0	22.2
Helping solve major social and environmental problems	26.3	25.9	27.2	26.4	25.8	25.1	31.1	24.2
Maintaining a campus climate where differences of opinion can be aired openly	52.0	53.4	48.5	53.0	54.9	48.1	56.5	51.1
Increasing or maintaining institutional prestige	75.3	75.0	76.2	80.4	87.0	71.0	77.9	67.6
Developing among students and faculty an appreciation for a multicultural society	46.5	44.5	51.5	45.6	40.0	46.6	54.3	44.2
Hiring faculty "stars"	26.8	26.9	26.4	49.8	47.4	20.5	12.7	10.8
Economizing and cutting costs	54.5	53.0	58.3	58.9	57.4	53.9	50.1	52.4
Recruiting more minority students	46.9	45.8	49.7	50.7	44.0	52.1	43.7	40.5
Enhancing the institution's national image	61.7	62.6	59.6	78.0	84.9	56.7	64.3	37.2
Creating a positive undergraduate experience	69.2	68.0	72.1	52.3	71.8	69.1	85.7	73.9
Creating a diverse multicultural environment on campus	40.0	38.2	44.3	38.9	35.0	42.4	43.4	37.9
Enhancing the out-of-class experiences of students	28.8	27.2	32.6	17.2	27.2	28.5	43.8	30.4

Note: The figures are based on survey responses of 35,478 faculty members at 392 colleges and universities. The survey was conducted in the fall and winter of 1989-90 and was limited to full-time professors who spent at least part of their time teaching undergraduates. The response rate was 55 per cent. The figures were statistically adjusted to represent the total population of full-time faculty members. Because of rounding or multiple responses, figures may add to more than 100 per cent. The total includes figures for private two-year colleges, which are not shown separately.

SOURCE: "THE AMERICAN COLLEGE TEACHER: NATIONAL NORMS FOR THE 1989-90 H.E.R.I. FACULTY SURVEY," PUBLISHED BY UNIVERSITY OF CALIFORNIA AT LOS ANGELES HIGHER EDUCATION RESEARCH INSTITUT

The Nation

FACULTY AND STAFF

- Faculty salaries by rank and field
- Employment policies and perquisites for presidents
- Distribution of full-time faculty members by age and discipline at four-year institutions

Average Faculty Salaries by Rank in Selected Fields at Public and Private Institutions, 1990-91

	Professor	Associate professor	Assistant professor*	New assistant professor	Instructor	All ranks
Accounting						
Public	$58,680	$49,198	$42,635	$42,799	$28,343	$47,341
Private	57,303	46,298	39,025	40,491	30,475	43,997
Agribusiness and agricultural production						
Public	44,028	37,772	33,611	29,495	36,650	38,947
Private	41,203	30,706	29,188	—	—	32,760
Anthropology						
Public	50,005	38,965	31,694	29,123	—	42,628
Private	51,213	39,168	31,766	29,702	—	40,660
Architecture and environmental design						
Public	49,831	41,540	34,341	31,834	30,115	41,454
Private	54,329	42,484	35,930	—	—	43,883
Business and management						
Public	56,309	46,963	41,873	43,896	28,429	46,364
Private	59,787	48,627	42,361	40,545	29,702	47,947
Chemistry						
Public	50,301	39,355	32,171	30,720	25,131	43,116
Private	50,342	37,226	30,995	29,312	24,701	41,957
Communications						
Public	48,407	38,976	31,627	30,393	25,833	36,863
Private	46,734	38,412	30,258	29,161	24,974	35,466
Computer and information science						
Public	55,229	46,270	40,456	41,417	29,091	44,043
Private	56,047	43,283	35,772	35,120	28,197	41,290
Economics						
Public	53,447	42,574	36,452	37,174	29,901	44,654
Private	64,690	41,734	36,542	32,609	29,901	47,077
Education						
Public	48,349	39,781	32,515	32,602	25,833	39,620
Private	47,162	36,755	30,085	30,100	24,895	37,308
Engineering						
Public	57,756	47,171	40,799	41,365	31,856	49,087
Private	66,465	50,424	43,867	40,737	30,294	55,260
Foreign languages						
Public	49,163	38,415	30,964	29,134	24,046	37,649
Private	46,925	37,456	30,511	28,582	24,084	36,387
Geography						
Public	50,249	39,688	32,243	31,114	28,201	41,944
Private	50,840	37,813	31,574	—	—	40,848
History						
Public	49,033	38,862	30,108	27,764	25,126	42,236
Private	47,208	37,044	29,564	27,531	24,756	39,220
Letters						
Public	47,697	38,268	30,246	28,296	22,746	36,868
Private	46,401	36,087	29,210	27,882	25,179	36,620
Library and archival sciences						
Public	49,104	39,037	32,282	28,060	26,205	36,971
Private	45,695	36,230	29,550	26,862	24,622	33,736
Life sciences						
Public	49,247	39,918	32,287	30,553	24,321	42,299
Private	46,594	36,651	30,169	28,968	22,908	39,059
Mathematics						
Public	50,379	40,386	33,327	33,029	24,776	39,657
Private	51,622	38,802	31,949	31,299	24,646	39,523
Nursing						
Public	49,137	39,425	32,380	31,044	27,391	34,801
Private	43,461	35,176	29,740	29,553	25,367	31,637
Philosophy and religion						
Public	49,922	39,169	31,007	28,740	26,679	41,607
Private	45,808	36,407	30,159	28,866	24,396	38,496
Physical education						
Public	48,190	39,808	33,017	30,538	27,419	37,479
Private	43,042	36,111	28,989	26,996	24,339	33,106
Physical science						
Public	48,108	38,822	32,324	34,813	23,615	40,913
Private	54,318	41,428	33,064	31,042	23,382	44,863
Physics						
Public	51,117	40,408	34,042	32,586	27,452	44,046
Private	55,801	41,083	36,168	33,894	29,734	46,788
Political science						
Public	50,105	39,122	31,145	29,835	26,561	41,428
Private	50,466	38,640	31,203	29,584	26,735	40,707
Psychology						
Public	49,892	39,597	31,863	30,607	26,904	41,963
Private	47,857	36,959	30,331	29,244	24,881	38,648
Social sciences						
Public	46,296	37,360	30,506	30,487	24,376	37,515
Private	51,564	36,148	31,525	30,703	25,364	39,544
Sociology						
Public	49,428	39,175	31,543	29,799	25,773	40,951
Private	47,125	36,807	30,018	28,229	23,566	37,517
Special education						
Public	49,300	39,348	32,392	30,070	26,287	40,451
Private	48,042	35,624	28,967	28,264	21,656	35,602
Teacher education, general programs						
Public	48,754	38,788	32,062	31,035	26,005	39,379
Private	39,284	33,850	28,370	28,091	22,902	32,648
Visual and performing arts						
Public	46,326	36,935	30,097	29,443	25,296	37,144
Private	46,347	36,396	29,640	28,189	24,896	36,018

Note: Data are based on reports from 282 public institutions that are members of the American Association of State Colleges and Universities and from 494 private colleges and universities.

* Includes data for new assistant professors.

— Indicates fewer than 10 positions in a rank.

SOURCE: COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

Employment Policies and Perquisites for College Presidents, 1990-91

Housing	
Residence provided on campus	47.7%
Allowances for housing provided by institution:	
Maintenance	91.5
Utilities	91.0
Household staff	70.0
Remodeling	54.8
Assistance where residence not provided:	
Home-purchase allowance	59.8
Mortgage-interest subsidy	24.5
Property-tax allowance	8.8
Rental allowance	33.3
Rent paid in full	5.9
Relocation	
Household moving expenses:	
Paid in full	79.9%
Paid in part	12.0
Travel expenses for family:	
Paid in full	50.1
Paid in part	10.7
Car	
Personal car provided	67.4%
Pool car:	
Assigned to chief executive	18.6
Available as needed	6.9
Operating expenses:	
Paid	65.3
Allowance provided	12.1
Option to purchase car	3.0
Driver provided as needed	11.3
No provision	14.8
Business travel, entertainment	
Reimbursement	89.4%
Per-diem allowance	25.9
Unrestricted expense account	10.6
Reimbursement for spouse's expenses	27.1
Airline V.I.P. club	8.3
First-class air travel	4.8
Use of institution-owned aircraft	3.5
Club memberships provided	
Country club membership	26.7%
Luncheon club membership	29.0
Athletic club membership	6.9
Local entertainment	
Reimbursement	76.1%
Fixed allowance	23.8
Unrestricted expense account	13.3
Use of campus facilities	57.3
Use of institution staff	53.8
No provision	15.0
Tuition assistance for children	
Full tuition at own institution	77.8%
Full tuition at other institution	48.0
50% or more at own institution	19.9
50% or more at other institution	29.5
Up to 50% at own institution	2.3
Up to 50% at other institution	11 6
Assistance to spouse	
Staff and facilities for entertaining	17.5%
Secretarial staff	8.8
Remuneration for involvement at institution	3.4
No provision	78.8
Academic rank and tenure	
Academic rank conferred	51.6%
Hired from tenured position	31.9
Currently tenured	31.3
Eligible for tenure	9.1
Assured tenure following resignation	28.6
Salary reversion to faculty scale	55.2
Employment contracts	
Provided	76.9%
Formal written contract	57.6
Letter of agreement	33.8
Oral agreement	5.4
Term of agreement specified	63.4
Time period:	
One year	31.3
Two years	10.4
Three years	31.8
Four years	10.4
Five years	11.6
Six or more years	2.7
Performance review	
Formal performance review	77.9%
Frequency of review:	
End of contract term	5.1
Annually	69.1
Every two years	5.0
Every three years	5.8
Other	12.7
Responsibility for review:	
Chairman of the board	12.7
Committee of the board	28.2
Entire governing board	37.8
Special review committee	7.2
Other	14.1
Involuntary departure	
Involuntary departure policy	25.8%
Departure pay	76.0
Amount:	
Less than 6 months' pay	23.3
6-12 months' pay	35.0
Over 12 months' pay	11.6
Negotiable at time of departure	30.1

Note: The figures are based on the reports of chief executive officers at 874 colleges and universities.

SOURCES: AMERICAN COUNCIL ON EDUCATION
ASSOCIATION OF GOVERNING BOARDS OF UNIVERSITIES AND COLLEGES
COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

Distribution of Full-Time Faculty Members by Age and Discipline at Four-Year Institutions, 1987

	Under 30	30 to 44	45 to 54	55 to 64	65 and over	Average age
Agriculture and home economics	2%	47%	32%	19%	1%	45
Business	2	50	28	17	2	45
Education	2	30	35	30	3	49
Engineering	1	35	31	31	3	48
Fine arts	4	40	35	17	4	46
Health sciences	1	46	28	20	5	46
Humanities	1	32	35	27	5	49
Natural sciences	1	41	39	17	2	47
Social sciences	1	43	34	17	5	47
Other	2	38	31	23	5	48
All	1	40	33	21	4	47

Note: The figures are based on a 1988 survey of 11,013 faculty members at 480 colleges and universities. The response rate was 76 per cent. Figures may not add to 100 per cent because of rounding.

SOURCE: U.S. DEPARTMENT OF EDUCATION

The Nation

RESOURCES

- Average costs at public and private institutions
- Sources of voluntary support
- Revenues and expenditures
- Range of college tuition
- Defense Department contracts

Average Costs at Public and Private Institutions, 1990-91

	Public colleges		Private colleges	
	Resident	Commuter	Resident	Commuter
4-year colleges				
Tuition and fees	$1,809	$1,809	$9,391	$9,391
Books and supplies	464	464	479	479
Room and board*	3,161	1,459	4,153	1,610
Transportation	456	776	432	757
Other	1,101	1,086	863	938
Total	$6,991	$5,594	$15,318	$13,175
2-year colleges				
Tuition and fees	$884	$884	$5,003	$5,003
Books and supplies	452	452	436	436
Room and board*	—	1,520	3,481	1,280
Transportation	—	857	472	691
Other	—	941	864	804
Total	—	$4,654	$10,256	$8,214

Note: The figures are weighted by enrollment to reflect the charges incurred by the average undergraduate enrolled at each type of institution.

* Room not included for commuter students.
— Insufficient data.

SOURCE: THE COLLEGE BOARD

Range of Tuition at Four-Year Institutions, 1990-91

	Number of colleges	Average tuition and fees	Proportion of total enrollment
Private institutions			
$15,000 or more	37	$15,518	6.2%
$14,000 — $14,999	37	14,503	7.0
$13,000 — $13,999	26	13,482	3.3
$12,000 — $12,999	28	12,516	3.8
$11,000 — $11,999	45	11,471	4.1
$10,000 — $10,999	82	10,421	8.0
$9,000 — $9,999	105	9,444	10.9
$8,000 — $8,999	121	8,497	13.2
$7,000 — $7,999	145	7,515	10.4
$6,000 — $6,999	145	6,485	9.8
$5,000 — $5,999	99	5,537	7.1
$4,000 — $4,999	123	4,507	7.4
$3,000 — $3,999	83	3,418	3.0
$2,000 — $2,999	59	2,531	3.7
$1,000 — $1,999	12	1,699	1.7
Less than $1,000	9	425	0.3
Total	1,156	—	100.0%
Public institutions			
$3,000 or more	24	$3,578	4.9%
$2,000 — $2,999	105	2,359	26.3
$1,500 — $1,999	147	1,730	31.3
$1,000 — $1,499	138	1,315	24.7
$500 — $999	37	903	11.3
Less than $500	9	466	1.5
Total	460	—	100.0%

Note: Includes only those institutions that provided final or estimated 1990-91 tuition and fees by August 15, 1990.

SOURCE: THE COLLEGE BOARD

Sources of Voluntary Support for Higher Education, 1989-90

	Amount	Per cent	Percentage change 1-year	Percentage change 5-year
Alumni	$2,540,000,000	25.9%	+10.8%	+74.0%
Other individuals	2,230,000,000	22.8	+ 7.4	+57.5
Corporations	2,170,000,000	22.1	+11.5	+37.9
Foundations	1,920,000,000	19.6	+10.2	+63.4
Religious organizations	240,000,000	2.4	+ 1.3	+15.4
Other	700,000,000	7.1	+10.8	+43.7
Total	$9,800,000,000	100%	+ 9.8%	+55.1%

SOURCE: COUNCIL FOR AID TO EDUCATION

Revenues and Expenditures of Colleges and Universities, 1987-88

	Public institutions 1987-88	Public institutions Per cent of total	Private institutions 1987-88	Private institutions Per cent of total
Revenues				
Tuition and fees	$11,184,657,000	15.0%	$16,615,523,000	39.1%
Appropriations				
Federal	1,434,906,000	1.9	229,148,000	0.5
State	30,917,354,000	41.3	381,183,000	0.9
Local	2,465,172,000	3.3	5,267,000	—
Government grants and contracts				
Federal	6,279,355,000	8.4	6,828,485,000	16.1
State	1,520,150,000	2.1	698,328,000	1.6
Local	266,691,000	0.4	269,133,000	0.7
Private gifts, grants, and contracts	2,517,422,000	3.4	3,841,860,000	9.0
Endowment income	361,545,000	0.5	2,224,896,000	5.2
Sales and services				
Educational activities	1,948,679,000	2.6	969,411,000	2.3
Auxiliary enterprises	7,306,302,000	9.8	4,639,539,000	10.9
Hospitals	6,596,733,000	8.8	4,029,833,000	9.5
Other	1,972,290,000	2.6	1,797,280,000	4.2
Total current-fund revenues	$74,771,255,000	100.0	$42,529,887,000	100.0
Expenditures				
Instruction	$24,954,204,000	34.4%	$10,865,480,000	26.4%
Research	6,976,925,000	9.6	3,374,006,000	8.2
Public service	2,986,164,000	4.1	800,198,000	1.9
Academic support	5,436,156,000	7.5	2,705,019,000	6.6
Student services	3,482,112,000	4.8	1,908,708,000	4.6
Institutional support	6,470,163,000	8.9	4,301,497,000	10.5
Plant operation and maintenance	5,601,733,000	7.7	2,627,873,000	6.4
Scholarships and fellowships	1,941,390,000	2.7	3,383,543,000	8.2
Mandatory transfers	790,6[illegible],000	1.1	527,009,000	1.3
Auxiliary enterprises	7,237,867,000	10.0	4,160,454,000	10.1
Hospitals	6,532,906,000	9.0	3,873,557,000	9.4
Other	231,063,000	0.3	2,591,570,000	6.3
Total current-fund expenditures	$72,641,305,000	100.0	$41,118,914,000	100.0

Note: A dash indicates less than 0.1 per cent. Because of rounding, details may not add up to totals.

SOURCE: U.S. DEPARTMENT OF EDUCATION

Defense Department Contracts to Non-Profit Organizations, Fiscal 1990

Massachusetts Institute of Technology	$455,149,000
Aerospace Corporation	416,217,000
Mitre Corporation	407,283,000
Johns Hopkins University	373,946,000
Rand Corporation	79,348,000
IIT Research Institute	63,424,000
Institute for Defense Analyses	60,081,000
Pennsylvania State University	61,621,000
Charles S. Draper Laboratory	58,489,000
Carnegie Mellon University	57,229,000
University of Texas System	49,047,000
Utah State University	44,562,000
University of California	39,259,000
SRI International	37,067,000
Analytic Services Inc.	34,751,000
University of Southern California	30,953,000
Georgia Tech Research Corporation	27,593,000
Battelle Memorial Institute	26,199,000
University of Washington	26,796,000
Stanford University	23,317,000
University of Dayton	22,216,000
Trident Technical College	21,022,000
Logistics Management Institute	20,311,000
Environmental Research Institute of Michigan	13,724,000
New Mexico State University	13,507,000
University of Illinois	10,908,000
University of Pittsburgh	9,619,000
University of Maryland	9,145,000
Georgia Institute of Technology	9,032,000
Cornell University	8,946,000
Riverside Research Institute	8,559,000
National Academy of Sciences	8,233,000
Woods Hole Oceanographic Institution	8,207,000
University of Alabama	7,830,000
University of Minnesota	7,824,000
University of Pennsylvania	7,422,000
Hudson Institute	7,079,000
Southwest Research Institute	6,862,000
University of Michigan	6,698,000
Salk Institute for Biological Studies	6,627,000
Massachusetts General Hospital Corporation	6,580,000
Research Triangle Institute	6,206,000
Rutgers University	5,721,000
University of Arizona	5,515,000
Southeastern Center for Electrical Engineering Education	5,261,000
Columbia University	5,215,000

Note: The list includes those colleges, universities, and other non-profit organizations that received a total of $5-million or more in contracts from the Department of Defense. The figures cover only contracts of more than $25,000 for research, development, testing, and evaluation for military projects and for civilian water-resource projects. Other types of funding are not included in this table.

SOURCE: U.S. DEPARTMENT OF DEFENSE

The Nation

RESOURCES

- Return on college endowments
- Endowments over $60-million
- Top institutions in voluntary support

Total Return on College Endowments

	Periods ending June 30, 1990			
	1 year	3 years	5 years	10 years
All investment pools	+9.6%	+8.1%	+14.6%	+13.4%
By size				
$25-million and under	+8.7%	+8.0%	+13.8%	+12.6%
$25-million to $100-million	+9.6	+7.7	+14.0	+12.9
$100-million to $400-million	+10.3	+8.7	+15.5	+14.1
$400-million or more	+11.3	+8.9	+15.9	+14.4
By type of institution				
Public	+8.5%	+7.8%	+14.3%	+13.0%
Private	+10.1	+8.3	+14.8	+12.6
Comparative measurements				
Standard & Poor's 500 Index	+16.5%	+9.3%	+17.2%	+16.8%
Lehman Brothers Government / Corporate Bond Index	+7.1	+9.0	+10.3	+11.6
Lehman Brothers Government Bond Index	+6.9	+8.7	+10.0	+11.4
Consumer Price Index	+4.4	+4.5	+3.7	+4.4

Note: Total-return rates represent change in market value, plus dividends and interest, for periods ending June 30, 1990, based on data for investment pools at 367 colleges and universities.

SOURCE: NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY BUSINESS OFFICERS

Top Institutions in Voluntary Support, 1989-90

Harvard University	$213,451,868
Stanford University	202,165,961
Cornell University	161,338,332
University of Pennsylvania	140,045,350
Yale University	130,000,100
University of Southern California	126,136,395
University of Wisconsin at Madison	124,399,972
Columbia University	123,225,490
Massachusetts Institute of Technology	117,603,798
Johns Hopkins University	111,814,058
Duke University	108,011,121
University of Minnesota	105,298,301
University of California at Berkeley	97,397,641
University of California at Los Angeles	96,454,560
University of Washington	89,426,938
University of Illinois	86,607,414
University of Michigan	83,608,567
Indiana University	79,118,891
Princeton University	75,163,623
New York University	74,675,955

SOURCE: COUNCIL FOR AID TO EDUCATION

College and University Endowments Over $60-Million, 1990

	Market value June 30, 1990
Harvard University	$4,653,229,000
University of Texas System	3,256,192,000
Yale University	2,570,892,000
Princeton University	2,527,140,000
Stanford University [1]	2,053,128,000
Columbia University	1,494,938,000
Massachusetts Institute of Technology	1,404,588,000
Texas A&M University	1,369,000,000
Washington University	1,365,854,000
Emory University	1,153,875,000
University of Chicago	1,074,505,000
Rice University	1,068,633,000
Northwestern University	983,556,000
Cornell University	926,900,000
University of Pennsylvania	808,409,000
University of Notre Dame	605,630,000
Vanderbilt University	603,708,000
Dartmouth College	593,952,000
University of Rochester	589,007,000
Johns Hopkins University	560,478,000
Rockefeller University	544,274,000
New York University	542,672,000
California Institute of Technology	523,729,000
University of Southern California	495,595,000
University of Virginia	487,007,000
Duke University	472,923,000
University of Michigan	448,209,000
Brown University	425,750,000
Case Western Reserve University	421,820,000
Wellesley College	374,127,000
University of Delaware	360,278,000
Southern Methodist University	355,322,000
Smith College	341,927,000
Swarthmore College	336,014,000
Ohio State University	321,880,000
Macalester College [2]	320,127,000
Wake Forest University	318,511,000
Williams College	314,679,000
University of Cincinnati	314,461,000
University of Tulsa [2]	309,769,000
Loyola University of Chicago	309,459,000
Carnegie Mellon University	299,168,000
George Washington University	296,677,000
Pomona College	295,982,000
Texas Christian University [2]	290,816,000
Grinnell College	286,770,000
Trinity University [2]	285,933,000
Indiana University and Foundation	285,929,000
University of Richmond	280,567,000
University of Pittsburgh	279,641,000
Boston College [2]	276,314,000
University of Minnesota	275,255,000
Berea College	271,114,000
Wesleyan University	270,958,000
Amherst College	269,441,000
Baylor University [2]	250,377,000
Lehigh University	$244,043,000
Georgetown University	242,255,000
Vassar College	240,670,000
Rensselaer Polytechnic Institute	240,078,000
Tulane University	233,417,000
Oberlin College	229,515,000
Middlebury College	227,488,000
Kansas University Endowment Association	226,008,000
University of Florida Foundation	218,559,000
Lafayette College	206,081,000
Georgia Institute of Technology	200,446,000
Thomas Jefferson University	196,033,000
Saint Louis University	188,134,000
Pennsylvania State University	180,457,000
Boston University	180,272,000
Mount Holyoke College	180,000,000
University of Nebraska	178,213,000
Carleton College	175,793,000
Texas A&M Development Foundation	175,000,000
University of Minnesota Foundation	173,899,000
University of Miami [2]	170,978,000
Purdue University	170,760,000
University of Washington	170,071,000
University of North Carolina at Chapel Hill	169,082,000
Rochester Institute of Technology	165,807,000
Washington State University	165,386,000
Syracuse University	165,042,000
Principia College	160,922,000
Northeastern University	157,237,000
Tufts University	155,615,000
University of Alabama System [1]	155,000,000
Bryn Mawr College	154,602,000
Rush University	154,410,000
Brandeis University	153,137,000
Bowdoin College	151,744,000
State University of New York at Buffalo and Foundation	149,632,000
Occidental College	147,278,000
University of Missouri	146,545,000
University of Illinois Foundation	143,348,000
Agnes Scott College	142,747,000
Academy of the New Church	141,843,000
Colorado College	137,694,000
Trinity College (Conn.)	137,348,000
Colgate University	137,153,000
Earlham College	132,790,000
Wabash College	129,621,000
University of Wisconsin Foundation	127,271,000
Southwestern University	126,673,000
University of Oklahoma and Foundation	122,741,000
Virginia Tech Foundation	117,400,000
Hamilton College	114,519,000
Rutgers University	114,002,000
Cranbrook Educational Community	111,213,000
Santa Clara University	110,562,000
Washington and Lee University	109,484,000
University of Tennessee System	107,145,000
Loyola Marymount University	$106,353,000
Cooper Union	106,053,000
Claremont McKenna College	103,078,000
University of Wisconsin System	101,373,000
Radcliffe College	99,986,000
Whitman College	99,935,000
Worcester Polytechnic Institute	98,236,000
Bucknell University	98,193,000
Union College (N.Y.)	97,684,000
Mercer University	97,486,000
University of the South	97,085,000
University of Louisville Foundation	95,021,000
College of Saint Thomas	94,179,000
University of Georgia and Foundation	93,128,000
De Pauw University	92,422,000
Reed College	89,662,000
College of William and Mary	87,591,000
Wheaton College (Ill.)	86,906,000
University of Houston System	86,589,000
University of California at Los Angeles Foundation	85,403,000
Franklin and Marshall College	85,356,000
Davidson College	85,092,000
Haverford College	83,876,000
Marquette University	83,085,000
College of the Holy Cross	81,055,000
University of Iowa Foundation	80,741,000
Rhodes College	80,156,000
Drew University	80,064,000
St. Lawrence University	80,058,000
Furman University [2]	79,748,000
Hampton University	78,221,000
Colby College	77,682,000
University of Kentucky	76,046,000
Denison University	75,071,000
Austin College	74,940,000
University of Vermont	74,924,000
College of Wooster	74,707,000
Willamette University [2]	74,498,000
Kansas State University Foundation	71,226,000
Mills College	71,220,000
Berry College	70,200,000
Fordham University	69,798,000
University of Colorado Foundation	68,475,000
Lawrence University	68,024,000
Harvey Mudd College	67,530,000
Ohio University	65,523,000
West Virginia University	64,351,000
University of Nevada System	62,546,000
Bates College	62,504,000
Simmons College	62,447,000
Ithaca College	62,030,000
Michigan State University	61,733,000
Scripps College	61,253,000
Temple University	60,717,000
University of Dayton	60,691,000
Virginia Commonwealth University	60,219,000

Note: Table includes institutions participating in the comparative-performance study by the National Association of College and University Business Officers.
[1] As of September 30 [2] As of May 31

SOURCE: NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY BUSINESS OFFICERS

- Holdings of university research libraries in U.S. and Canada
- Top institutions in research-and-development spending

Holdings of University Research Libraries in U.S. and Canada, 1989-90

	Rank[1]	Volumes in library	Volumes added	Current serials	Total staff	Total expenditures[2]
Harvard University	1	11,874,148	261,846	103,075	1,095	$45,703,359
University of California at Los Angeles	2	6,156,761	246,737	96,676	686	32,653,412
University of California at Berkeley	3	7,540,234	202,202	92,978	788	31,399,069
Yale University	4	8,862,768	147,841	51,985	704	28,709,200
University of Illinois at Urbana-Champaign	5	7,748,736	187,489	92,077	532	18,520,182
University of Toronto	6	5,951,752	174,598	38,063	701	27,138,651
Stanford University	7	5,871,063	144,450	49,673	596	31,326,296
University of Texas	8	6,265,236	202,338	50,506	608	19,191,606
Columbia University	9	6,032,545	148,872	59,044	644	23,417,989
University of Michigan	10	6,369,490	141,606	69,937	583	22,394,006
Cornell University[3]	11	5,216,501	189,070	59,801	551	21,055,340
University of Wisconsin	12	5,036,144	139,194	49,553	528	21,844,945
University of Minnesota	13	4,651,111	105,357	47,491	484	21,836,149
University of Washington	14	4,908,988	102,887	50,215	486	18,111,845
University of Chicago	15	5,191,998	132,437	48,925	370	14,922,568
Indiana University	16	4,133,331	103,279	38,430	475	18,376,165
Rutgers University[3]	17	3,219,823	102,635	30,097	519	21,880,472
Princeton University	18	4,276,086	105,659	32,03[illegible]	396	17,038,820
Ohio State University	19	4,430,132	101,714	32,870	473	16,813,196
University of North Carolina	20	3,751,660	123,899	39,998	405	14,402,816
Arizona State University[3]	21	2,599,701	138,242	34,844	388	14,948,385
University of Florida	22	2,892,301	127,167	27,999	441	16,122,500
University of Pennsylvania	23	3,665,786	98,659	31,887	372	16,495,798
University of Arizona	24	3,549,281	128,634	28,620	390	13,662,887
University of Georgia[3]	25	2,889,108	101,285	55,954	351	12,883,133
University of British Columbia	26	2,918,279	106,091	22,151	407	17,120,088
Pennsylvania State University	27	3,095,863	64,286	31,846	472	17,243,989
University of Virginia	28	3,193,260	106,577	26,268	370	15,921,187
Duke University	29	3,846,295	95,633	30,364	312	14,523,509
University of California at Davis	30	2,376,157	80,900	51,604	335	16,203,556
Northwestern University	31	3,474,423	80,284	36,696	342	13,586,594
University of Alberta[3]	32	2,956,553	99,331	18,823	396	14,841,362
New York University	33	3,092,620	73,877	23,474	408	17,045,841
Michigan State University	34	3,417,388	114,116	28,910	329	12,481,402
University of Pittsburgh	35	2,878,713	96,693	22,403	358	13,026,194
University of California at San Diego	36	1,949,397	72,815	32,551	364	16,735,467
University of Kansas[3]	37	2,868,223	80,443	28,431	333	14,767,353
Johns Hopkins University	38	2,835,664	77,339	20,531	339	15,214,302
University of Southern California[3]	39	2,626,271	54,528	33,805	350	14,892,419
University of Iowa	40	3,104,621	91,083	24,176	273	11,613,626
University of Maryland	41	2,055,403	67,348	23,018	345	15,121,610
McGill University	42	2,509,979	64,930	17,516	326	13,667,722
State University of New York at Buffalo	43	2,591,006	64,787	23,507	289	12,113,946
University of Hawaii	44	2,385,601	74,381	32,265	232	9,754,608
University of California at Santa Barbara	45	1,996,662	77,487	21,242	250	11,680,964
Wayne State University	46	2,374,831	66,286	24,173	238	11,457,301
Georgetown University	47	1,802,242	64,921	22,799	295	12,070,953
University of Western Ontario	48	1,961,386	68,930	17,995	287	11,557,572
University of Connecticut	49	2,271,849	79,837	17,620	230	11,968,917
University of Laval	50	1,793,368	72,682	15,847	267	11,246,268
Texas A&M University	51	1,892,454	55,037	25,378	309	11,008,870
Boston University	52	1,761,954	58,075	29,540	274	$10,054,921
Washington University	53	2,277,203	59,093	18,387	258	11,403,738
Vanderbilt University	54	1,873,598	68,622	16,448	303	11,476,698
Howard University	55	1,783,876	55,294	26,300	283	10,618,060
Massachusetts Institute of Technology	56	2,180,873	55,710	21,313	245	9,718,298
Purdue University	57	1,924,982	61,606	21,505	266	9,691,456
Emory University	58	1,872,313	59,399	16,623	264	11,969,585
York University (Ontario)[3]	59	1,845,478	64,633	19,641	250	10,385,556
University of Illinois at Chicago	60	1,656,307	52,924	17,652	298	11,365,864
University of New Mexico	61	1,711,771	56,303	16,169	337	11,241,022
Florida State University[3]	62	1,829,826	68,447	18,843	249	10,234,935
University of Cincinnati	63	1,746,857	59,686	19,642	302	10,718,338
Syracuse University	64	2,332,676	50,126	18,044	267	9,457,422
University of South Carolina	65	2,431,129	64,735	20,552	198	8,170,685
University of Delaware	66	1,953,028	55,097	24,202	225	9,228,202
Brown University	67	2,227,301	55,392	13,510	277	10,603,303
University of Colorado	68	2,286,736	60,149	15,588	223	10,225,273
Louisiana State University	69	2,460,219	52,689	19,573	252	8,263,718
University of Rochester	70	2,686,996	54,792	14,214	244	8,908,321
Brigham Young University	71	2,063,384	70,162	18,582	335	9,533,011
University of Massachusetts	72	2,409,946	67,670	15,267	202	8,311,979
University of Notre Dame	73	1,996,606	76,518	17,513	191	7,183,272
University of Missouri	74	2,486,014	43,872	17,766	235	8,388,702
University of Tennessee	75	1,874,535	42,491	21,606	259	8,249,066
University of Kentucky	76	2,154,837	39,591	19,819	250	8,908,340
University of California at Irvine	77	1,449,246	54,097	16,346	250	11,266,455
University of Miami	78	1,697,581	48,714	16,717	249	9,628,243
Southern Illinois University	79	2,082,358	50,074	19,842	245	8,796,210
Queen's University (Kingston)	80	1,796,893	48,481	15,982	227	8,849,728
University of Nebraska	81	2,013,548	51,485	18,041	214	8,131,992
Virginia Polytechnic Institute and State University	82	1,710,202	53,286	17,746	204	8,730,428
Temple University	83	2,071,461	44,852	15,474	226	8,396,512
Iowa State University	84	1,830,214	43,204	18,557	222	9,218,296
Dartmouth College	85	1,824,377	51,846	20,788	175	7,838,950
Washington State University	86	1,606,851	47,300	22,573	211	8,136,463
University of Oregon	87	1,844,996	41,880	21,187	217	8,394,719
North Carolina State University	88	1,375,049	48,917	18,401	217	8,414,798
Tulane University[3]	89	1,802,910	47,767	17,091	187	7,585,533
State University of New York at Stony Brook	90	1,701,101	47,355	11,239	220	9,800,376
University of Utah	91	1,813,560	58,137	12,144	230	7,429,915
University of Guelph	92	1,900,416	63,252	13,600	159	6,456,800
University of Manitoba	93	1,520,920	38,260	12,578	228	9,140,214
McMaster University	94	1,377,237	47,111	11,549	203	9,336,427
University of Alabama	95	1,814,178	48,149	17,603	178	7,070,586
University of Oklahoma	96	2,297,087	39,412	17,783	185	7,082,575
University of Saskatchewan	97	1,404,391	60,519	10,689	179	7,847,548
Kent State University[3]	98	2,041,567	35,321	10,692	238	9,278,896
University of Waterloo[3]	99	1,566,042	24,941	15,150	206	8,437,553
University of California at Riverside	100	1,461,147	47,604	13,901	177	7,422,888
Georgia Institute of Technology	101	1,648,178	52,015	23,438	113	5,196,995
State University of New York at Albany	102	1,278,657	38,231	14,534	174	7,697,389
Case Western Reserve University	103	1,584,782	31,990	13,033	175	7,305,047
University of Houston	104	1,622,189	28,681	15,103	192	6,723,883
Oklahoma State University	105	1,543,356	31,284	11,482	177	6,942,329
Colorado State University	106	1,220,897	39,596	11,720	143	6,856,673
Rice University	107	1,441,470	39,034	12,413	145	5,098,528

Note: Institutions are asked to report figures for their main campuses only, unless a branch campus is indicated.
1 Based on an index developed by the Association of Research Libraries to measure the relative size of university libraries. The index takes into account the number of volumes held, number of volumes added during the previous fiscal year, number of current serials, total operating expenditures, and size of staff, excluding student assistants. It does not measure a library's services, the quality of its collections, or its success in meeting the needs of users.
2 Figures for Canadian libraries are expressed in U.S. dollars.
3 Includes branches as well as the main institution.

ASSOCIATION OF RESEARCH LIBRARIES

Top Institutions in Total Research-and-Development Spending, Fiscal 1989

Johns Hopkins University *	$648,395,000	University of Pennsylvania	$173,744,000	Northwestern University	$118,991,000
Massachusetts Institute of Technology	287,157,000	Columbia University	172,145,000	University of Pittsburgh	111,265,000
Cornell University	286,733,000	Yale University	171,139,000	University of Massachusetts	110,644,000
Stanford University	285,994,000	Ohio State University	162,690,000	University of Chicago	109,429,000
University of Wisconsin at Madison	285,982,000	University of Southern California	162,013,000	University of Connecticut	109,328,000
University of Michigan	280,905,000	University of Maryland at College Park	149,510,000	University of Iowa	105,900,000
University of Minnesota	258,614,000	University of Georgia	145,953,000	New York University	104,451,000
Texas A&M University	250,706,000	University of Colorado	143,694,000	Virginia Polytechnic Institute and State University	104,264,000
University of California at Los Angeles	227,828,000	Baylor College of Medicine	134,681,000	Iowa State University	103,174,000
University of Washington	221,712,000	Duke University	131,090,000	Carnegie Mellon University	101,635,000
Pennsylvania State University	219,930,000	North Carolina State University	128,891,000	State University of New York at Buffalo	100,291,000
University of California at San Francisco	219,446,000	Washington University	128,419,000	California Institute of Technology	98,731,000
University of California at San Diego	216,991,000	University of Florida	125,770,000	University of Alabama at Birmingham	98,302,000
University of Illinois at Urbana-Champaign	210,590,000	University of Tennessee System	124,820,000	Oregon State University	91,355,000
University of California at Berkeley	209,967,000	Rutgers University	124,574,000	University of Miami	90,298,000
Harvard University	209,519,000	Purdue University	124,323,000	Case Western Reserve University	86,168,000
University of Texas at Austin	193,337,000	University of Rochester	123,997,000	University of Texas Anderson Cancer Center	85,903,000
University of California at Davis	180,297,000	Louisiana State University	122,357,000	University of Illinois at Chicago	85,237,000
Georgia Institute of Technology	174,664,000	University of North Carolina at Chapel Hill	122,097,000	University of Utah	83,340,000
University of Arizona	174,119,000	Michigan State University	121,456,000	Princeton University	82,914,000

Note: Figures cover only research-and-development expenditures in science and engineering, and exclude spending in such disciplines as the arts, education, the humanities, law, and physical education.
* Includes the Applied Physics Laboratory with $431-million in total research-and-development expenditures.

SOURCE: NATIONAL SCIENCE FOUNDATION

The Nation

INSTITUTIONS

- Administrators' views of challenges facing institutions
- Selective liberal-arts colleges
- Administrators' views on campus issues
- Changes in operating budgets
- Leading research universities

Administrators' Views of Challenges Facing Institutions in the Next Five Years

	Total	Doctoral	Baccalaureate	Comprehensive	2-year
Percentage of administrators citing each challenge:					
Adequate finances	71%	53%	57%	91%	87%
Fund raising	13	25	12	9	5
Maintain enrollment	30	40	31	28	22
Enrollment growth	11	8	11	7	15
Assessment	16	22	7	5	16
Maintain quality	27	21	48	32	23
Strengthen curriculum	21	25	16	18	20
Serve new needs and populations	5	4	12	5	4
Effective faculty	14	14	13	18	14
Recruitment and retention of faculty members	3	7	0	2	2
Other faculty issues	28	26	41	18	26
Diversity	17	19	21	32	13
Facilities and technology	27	29	17	18	30

Note: The figures are based on responses to a survey sent to senior administrators at 444 colleges and universities in the spring of 1991. The response rate was 81 per cent.

SOURCE: AMERICAN COUNCIL ON EDUCATION

Selective Liberal-Arts Colleges

Agnes Scott College
Albion College
Albright College
Allegheny College
Alma College
Amherst College
Antioch University
Augustana College (Ill.)
Austin College
Barat College
Bard College
Barnard College
Bates College
Beloit College
Benedictine College
Bennington College
Bethany College (W.Va.)
Birmingham Southern College
Blackburn College
Borromeo College of Ohio
Bowdoin College
Bryn Mawr College
Bucknell University
Carleton College
Carroll College (Wis.)
Centenary College of Louisiana
Centre College of Kentucky
Chatham College
Chestnut Hill College
Claremont McKenna College
Coe College
Colby College
Colgate University
College of Mount Saint Vincent
College of the Holy Cross
College of Wooster
Colorado College
Connecticut College
Cornell College
Davidson College
De Pauw University
Denison University
Dickinson College
Drew University
Earlham College
Eckerd College
Emmanuel College
Franklin and Marshall College
Furman University
Gettysburg College
Goddard College
Gordon College
Goshen College
Goucher College
Grinnell College
Guilford College
Gustavus Adolphus College
Hamilton College
Hamline University
Hampden-Sydney College
Hampshire College
Hanover College
Hartwick College
Haverford College
Hendrix College
Hobart and William Smith Colleges
Hollins College
Hope College
Houghton College
Juniata College
Kalamazoo College
Kenyon College
King College
Knox College
Lafayette College
Lake Forest College
Lawrence University
Lebanon Valley College
Lewis and Clark College
Luther College
Macalester College
MacMurray College
Manhattanville College
Marlboro College
Marymount Manhattan College
Middlebury College
Mills College
Millsaps College
Mount Holyoke College
Muhlenberg College
Nebraska Wesleyan University
Neumann College
Oberlin College
Occidental College
Oglethorpe University
Pitzer College
Pomona College
Principia College
Radcliffe College
Randolph-Macon College
Randolph-Macon Woman's College
Reed College
Regis College (Mass.)
Rhodes College
Ripon College
Rockford College
St. John's College–Main Campus
St. John's College at Santa Fe
Saint John's University (Minn.)
St. Lawrence University
Saint Olaf College
Salem College
Sarah Lawrence College
Scripps College
Skidmore College
Smith College
State University of New York College at Purchase
Swarthmore College
Sweet Briar College
Thomas More College
Trinity College (Conn.)
Union College (N.Y.)
University of Dallas
University of the South
Ursinus College
Vassar College
Virginia Military Institute
Wabash College
Wartburg College
Washington and Jefferson College
Washington and Lee University
Washington College
Wellesley College
Wells College
Wesleyan University
Western Maryland College
Westmont College
Wheaton College (Ill.)
Wheaton College (Mass.)
Whitman College
Willamette University
Williams College

Note: These institutions were classified as Liberal Arts Colleges I by the Carnegie Foundation for the Advancement of Teaching and are highly selective, primarily undergraduate colleges that award more than half of their baccalaureate degrees in arts-and-science fields. The classification was published in 1987 and is based on institutional data covering 1982 through 1985. It is the latest such information available.

SOURCE: CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

Administrators' Views on Campus Issues

	Total	Doctoral	Comprehensive	Baccalaureate	2-year
Percentage agreeing:					
Collaboration with high schools is a high priority for this institution	75%	71%	74%	56%	88%
Federal law permitting mandatory retirement of faculty at age 70 should be retained	57	59	64	54	57
Without a fixed retirement age, many faculty will hang on past the time they should retire	47	35	50	43	49
It is appropriate for regional accrediting bodies to review college performance on ethnic and cultural diversity	55	59	68	48	54
In the past year, this institution:					
Had incidents of intolerance	36	74	53	38	24
Had an increased frequency of incidents of intolerance	8	17	12	6	7
Experienced significant controversy over the political or cultural content of:					
Course tests	3	5	1	6	0
Information presented in the classroom	4	10	5	6	1
Invited speakers or lecturers	10	20	15	11	5
Received complaints from faculty of pressure to alter the political or cultural content of their courses	5	12	10	5	3

Note: The figures are based on responses to a survey sent to senior administrators at 444 colleges and universities in the spring of 1991. The response rate was 81 per cent. Because of rounding, figures may not add to 100 per cent.

SOURCE: AMERICAN COUNCIL ON EDUCATION

Changes in Campus Operating Budgets, 1989-90 to 1990-91

	Total	Doctoral	Comprehensive	Baccalaureate	2-year
Percentage reporting each change:					
Increase of 11% or more	14%	17%	16%	16%	12%
Increase of 7% to 10%	27	15	18	41	23
Increase of 5% to 6%	22	16	26	15	26
Increase of 1% to 4%	16	18	13	13	18
No change	12	18	10	13	11
Decrease of 11% or more	2	0	2	1	2
Decrease of 7% to 10%	3	5	4	0	4
Decrease of 5% to 6%	1	2	2	0	2
Decrease of 1% to 4%	3	10	10	1	1

Note: The figures are based on responses to a survey sent to senior administrators at 444 colleges and universities in the spring of 1991. The response rate was 81 per cent. Because of rounding, figures may not add to 100 per cent.

SOURCE: AMERICAN COUNCIL ON EDUCATION

Leading Research Universities

Boston University
California Institute of Technology
Carnegie Mellon University
Case Western Reserve University
Colorado State University
Columbia University
Cornell University
Duke University
Georgia Institute of Technology
Harvard University
Howard University
Indiana University at Bloomington
Johns Hopkins University
Louisiana State University
Massachusetts Institute of Technology
Michigan State University
New Mexico State University
New York University
North Carolina State University
Northwestern University
Ohio State University
Oregon State University
Pennsylvania State University
Princeton University
Purdue University
Rockefeller University
Rutgers University
Stanford University
State University of New York at Stony Brook
Texas A&M University
University of Arizona
University of California at Berkeley
University of California at Davis
University of California at Irvine
University of California at Los Angeles
University of California at San Diego
University of California at San Francisco
University of Chicago
University of Cincinnati
University of Colorado at Boulder
University of Connecticut
University of Florida
University of Georgia
University of Hawaii at Manoa
University of Illinois at Chicago
University of Illinois at Urbana-Champaign
University of Iowa
University of Kentucky
University of Maryland at College Park
University of Miami
University of Michigan at Ann Arbor
University of Minnesota–Twin Cities
University of Missouri at Columbia
University of New Mexico
University of North Carolina at Chapel Hill
University of Pennsylvania
University of Pittsburgh
University of Rochester
University of Southern California
University of Tennessee at Knoxville
University of Texas at Austin
University of Utah
University of Virginia
University of Washington
University of Wisconsin at Madison
Virginia Polytechnic Inst. and State University
Vanderbilt University
Washington University
Yale University
Yeshiva University

Note: These institutions were classified as Research Universities I by the Carnegie Foundation for the Advancement of Teaching. Most offer a full range of baccalaureate programs, are committed to graduate education through the doctoral degree, and give a high priority to research. Each received at least $33.5-million in federal support in 1983, 1984, and 1985, and each awarded at least 50 Ph.D. degrees in 1983-84. The classification was published in 1987 and is based on institutional data covering 1982 through 1985. It is the latest such information available.

SOURCE: CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

THE STATES

Alabama

KNOWN AS ONE of the most regressive tax systems in the nation, Alabama's revenue structure is considered by higher-education officials to be woefully inadequate to provide the money needed to improve public services—including the state's colleges and universities.

The revenue system relies heavily on a sales tax and other levies that hit low-income residents the hardest. In addition, Alabama lawmakers face strong pressure to limit state spending. Consequently, the Legislature and government agencies tend to rely on a budget strategy of robbing Peter to pay Paul.

Last November, for instance, the Alabama Commission on Higher Education was criticized by leaders at state institutions for proposing to change the college-financing formula in a way that favored research universities. State legislators, in turn, came under fire from college officials for shifting money from higher education to public schools. The Legislature resolved the dispute by reducing the state's scheduled payment to the Alabama pension fund and putting the money that would have gone to pensions into the higher-education budget.

The commission, which is the state coordinating board, recommended a budget for fiscal 1992 that would have brought the level of state support for Alabama's public colleges up to the Southern regional average in about five years. Instead, budget cuts in fiscal 1991 have brought layoffs, salary reductions, and tuition increases.

Adding to the state's financial troubles is the propensity of legislators to promote pork-barrel projects. Gov. Guy Hunt, a Republican serving his second term, has tried to curb the legislators' interference with academic missions and the financing of the state's colleges, but has had limited success.

An unwelcome legacy of Alabama's past is visible in a continuing legal battle over desegregation. In 1991 a federal district court heard arguments on whether or not Alabama's public colleges remain illegally segregated.

State leaders and university officials say they fully support the concept of racial integration in higher education. But civil-rights activists, the federal government, and black-college officials say the state has not done enough to attract black students to predominantly white colleges or to improve the programs and facilities of public black colleges.

No ruling has been handed down in the case. Even if a decision comes, it may be appealed on the basis of an expected U.S. Supreme Court ruling in a Mississippi desegregation case that the Court will hear this fall.

Black colleges have a long history in Alabama. Along with two public black universities and two black community colleges, the state is home to Tuskegee University, a private institution that receives some financial support from the state.

Alabama A&M University and its administration have come under fire from Governor Hunt. Its former president, Carl Marbury, resigned amid allegations that he had given jobs in return for sex, fired employees arbitrarily, and bribed legislators. The interim president, Alan L. Keyes, a prominent black Republican and an opponent of affirmative action, has the support of the board. But his critics fear he is "conspiring" with Governor Hunt either to close the institution or to merge it with the University of Alabama System.

The two universities with the most political clout are arch-rivals Auburn University and the University of Alabama. But recently, the University of Alabama faced competition from other institutions: A joint application by Troy State and Alabama State Universities to operate a public radio station in Selma conflicts with a similar venture proposed by the University of Alabama. The institutions have been trying to negotiate a joint operating agreement, but if that effort fails the issue will have to be resolved by the Federal Communications Commission.

DEMOGRAPHICS

Population: 4,040,587 (Rank: 22)

Age distribution:

Up to 17	26.2%
18 to 24	11.0%
25 to 44	30.5%
45 and older	32.3%

Racial and ethnic distribution:

American Indian	0.4%
Asian	0.5%
Black	25.3%
White	73.6%
Other and unknown	0.1%
Hispanic (may be any race)	0.6%

Educational attainment of adults:

At least 4 years of high school	56.5%
At least 1 to 3 years of college	24.7%
At least 4 years of college	12.2%

Per-capita personal income: $14,826

New high-school graduates in:

1991-92 (estimate)	39,939
2001-02 (estimate)	37,093

New GED diploma recipients: 7,549

High-school dropout rate: 25.1%

POLITICAL LEADERSHIP

Governor: Guy Hunt (R), term ends 1995

Governor's higher-education adviser: Anita Buckley, 11 South Union Street, State House, Montgomery 36130; (205) 242-7130

U.S. Senators: Howell Heflin (D), term ends 1997; Richard C. Shelby (D), term ends 1993

U.S. Representatives:
5 Democrats, 2 Republicans
Tom Bevill (D), Glen Browder (D), Sonny Callahan (R), Robert E. (Bud) Cramer, Jr. (D), William L. Dickinson (R), Ben Erdreich (D), Claude Harris (D)

Legislature: Senate, 28 Democrats, 7 Republicans; House, 82 Democrats, 23 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	18
Public 2-year institutions	37
Private 4-year institutions	18
Private 2-year institutions	14
Total	87

Vocational institutions: 72

Statewide coordinating board:
Commission on Higher Education
One Court Square, Suite 221
Montgomery 36104
(205) 269-2700
Henry J. Hector, executive director

Private-college association:
Council for the Advancement of Private Colleges in Alabama
6 Office Park Circle, Suite 112
Birmingham 35223
(205) 879-1673
Position of president vacant

Institutions censured by the AAUP:
Alabama State University,
Auburn University, Talladega College

Institution under NCAA sanctions:
Alabama A&M University

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	1,127
Associate professor	1,226
Assistant professor	1,543
Instructor	538
Lecturer	51
No rank	1,322
Total	5,807

Average pay of full-time professors:

At public 4-year institutions	$35,386
At public 2-year institutions	$30,644
At private 4-year institutions	$29,760
At private 2-year institutions	$23,961
At all institutions	$33,308
Men (all institutions)	$35,564
Women (all institutions)	$29,130

STUDENTS

Enrollment:

Total	208,562
At public 4-year institutions	121,155
At public 2-year institutions	66,420
At private 4-year institutions	17,526
At private 2-year institutions	3,461
Undergraduate	185,592
First-time freshmen	44,003
Graduate	19,921
Professional	3,049
American Indian	438
Asian	1,596
Black	38,978
Hispanic	1,121
White	153,884
Foreign	3,796

Enrollment highlights:

Women	48.3%
Full-time	69.0%
Minority	21.5%
Foreign	1.9%
10-year change in total enrollment	Up 53.7%

Proportion of enrollment made up of minority students:

At public 4-year institutions	18.3%
At public 2-year institutions	19.8%
At private 4-year institutions	41.8%
At private 2-year institutions	42.2%

Degrees awarded:

Associate	5,877
Bachelor's	16,508
Master's	4,233
Doctorate	341
Professional	787

Residence of new students: State residents made up 79% of all freshmen enrolled in Alabama; 92% of all Alabama residents who were freshmen attended college in their home state.

Test scores: Students averaged 17.9 on the A.C.T., which was taken by 53% of Alabama's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$1,522
At public 2-year institutions	$662
At private 4-year institutions	$5,484
At private 2-year institutions	$3,703

Expenditures:

Public institutions	$1,324,774,000
Private institutions	$186,596,000

State funds for higher-education operating expenses: $866,989,000
Two-year change: Up 12%

State spending on student aid:
Need-based: $4,353,000; 4,783 awards
Non–need-based: $6,637,000; 7,446 awards
Other: $4,891,000

Salary of chief executive of largest public 4-year campus:
James E. Martin, Auburn University main campus: $137,500 (1991-92)

Total spending on research and development by doctorate-granting universities: $207,200,000
Sources:

Federal government	55.4%
State and local governments	8.9%
Industry	7.8%
The institution itself	19.9%
Other	7.9%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$25,582,000
GI Bill	$10,281,000
Pell Grants	$91,096,000

Total federal spending on college- and university-based research and development: $106,502,000

Selected programs:	
Department of Health and Human Services	$65,518,000
National Science Foundation	$5,412,000
Department of Defense	$10,904,000
Department of Agriculture	$7,610,000
Department of Energy	$1,614,000

Largest endowment:

University of Alabama System	$155,000,000

Top fund raisers:

University of Alabama at Birmingham	$16,455,000
Auburn University	$15,389,000
University of Alabama at Tuscaloosa	$14,340,000

MISCELLANY

★ Auburn University researchers developed AU Lean, a reduced-fat hamburger meat that is the basis for McDonald's McLean DeLuxe.

★ Stillman College, a historically black institution, and the University of Alabama offer dual-degree programs in engineering, nursing, and social work. Students must complete a three-year program at Stillman and then spend two years at the university. Upon completion of the program, students receive a bachelor's degree from each institution. In addition, the president of the private college, Cordell Wynn, sits on the university's Board of Trustees.

★ Some dispute exists as to which college in Alabama is the oldest. The state's first constitution, in 1819, required the establishment of the University of Alabama; its doors swung open in 1831. It had been beaten to the punch, however, by Athens Academy (now Athens State College), whose first class was held in 1822.

Alaska

UNTIL VOTERS returned Walter J. Hickel to the Governor's mansion in 1990 after a 20-year absence, the fluctuating price of oil had been the single most important factor driving the fortunes of higher education in Alaska. Now the university system has the fiscal conservatism of its new Governor to deal with, too.

The oil boom of the early 1980's financed the development of several new community colleges, and the drop in oil prices a few years later drove the University of Alaska System to absorb the colleges as a money-saving move. As a consequence of that, and of the vastness of the state itself, the university is responsible for a lot of territory—from vocational courses in food science to doctoral programs in the

Continued on Following Page

Alaska
CONTINUED

ecological and climatic issues of the Arctic.

The university has also been a pioneer in distance learning, using telecommunications to bring higher education to such isolated "bush" communities as Barrow and Bethel. Jerome Komisar, the system's new president, has said he plans to make rural education a priority of his administration.

The university has been criticized for failing to attract and retain Native Alaskans, but it has been trying to develop "bridge" programs with high schools in Eskimo and Aleut villages to familiarize them with higher education.

The state has also taken other steps to increase participation in higher education. It expanded its student-loan program in 1991 to include part-time students, and has created an unusual prepaid-tuition program in which families can use the yearly dividend that each resident receives from the state's oil profits.

But Governor Hickel, an independent, is looking to the day when the state's Prudhoe Bay oil supplies are depleted. In his first year in office, he pledged to cut state spending by 5 per cent in each year of his term. However, the university has built strong alliances with the Legislature in the past few years, and lawmakers have been able so far to protect the system's far-flung enterprises from the budget cuts Mr. Hickel has sought.

In matters other than money, Mr. Hickel—who was also Governor from 1966 to 1969—has been a strong supporter of the university. He was instrumental, for example, in the creation of a public corporation that will explore commercial opportunities for the university's Poker Flat Research Range.

DEMOGRAPHICS

Population: 550,043 (Rank: 50)

Age distribution:

Up to 17	31.3%
18 to 24	10.2%
25 to 44	39.3%
45 and older	19.2%

Racial and ethnic distribution:

American Indian	15.6%
Asian	3.6%
Black	4.1%
White	75.5%
Other and unknown	1.2%
Hispanic (may be any race)	3.2%

Educational attainment of adults:

At least 4 years of high school	82.5%
At least 1 to 3 years of college	43.7%
At least 4 years of college	21.1%

Per-capita personal income: $21,761

New high-school graduates in:

1991-92 (estimate)	6,197
2001-02 (estimate)	11,341

New GED diploma recipients: 1,367

High-school dropout rate: 34.5%

Sources and notes appear on Page 104

POLITICAL LEADERSHIP

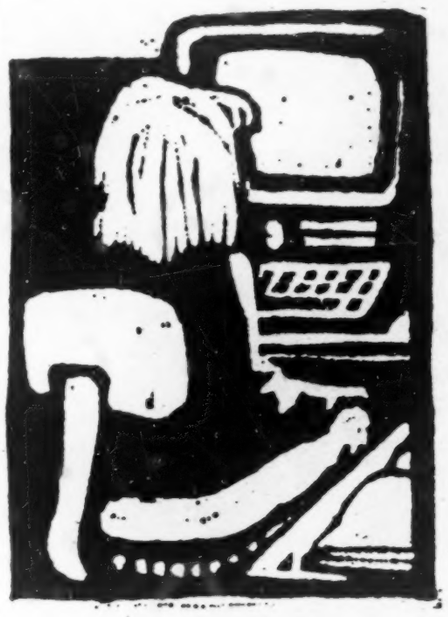
Governor: Walter J. Hickel (Ind), term ends 1994

Governor's higher-education adviser: Jerry Covey, Department of Education, P.O. Box F, Juneau 99811; (907) 465-2800

U.S. Senators: Frank H. Murkowski (R), term ends 1993; Ted Stevens (R), term ends 1997

U.S. Representative:
1 Republican
Don Young (R)

Legislature: Senate, 10 Democrats, 10 Republicans; House, 24 Democrats, 16 Republicans



COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	3
Public 2-year institutions	0
Private 4-year institutions	4
Private 2-year institutions	1
Total	8

Vocational institutions: 40

Statewide coordinating board:
Alaska Commission on Postsecondary Education
400 Willoughby Avenue
Box FP
Juneau 99811
(907) 465-2854
position of executive director vacant

Private-college association:
None

Institutions censured by the AAUP:
None

Institutions under NCAA sanctions:
None

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	128
Associate professor	258
Assistant professor	164
Instructor	63
Lecturer	0
No rank	56
Total	669

Average pay of full-time professors:

At public 4-year institutions	$45,280
At public 2-year institutions	n/a
At private 4-year institutions	$37,976
At private 2-year institutions	n/a
At all institutions	$44,789
Men (all institutions)	$45,979
Women (all institutions)	$42,471

STUDENTS

Enrollment:

Total	28,627
At public 4-year institutions	26,274
At public 2-year institutions	0
At private 4-year institutions	2,064
At private 2-year institutions	289
Undergraduate	27,518
First-time freshmen	2,397
Graduate	1,109
Professional	0
American Indian	2,233
Asian	784
Black	1,048
Hispanic	522
White	23,613
Foreign	161

Enrollment highlights:

Women	59.6%
Full-time	36.8%
Minority	16.3%
Foreign	0.6%
10-year change in total enrollment	Up 42.8%

Proportion of enrollment made up of minority students:

At public 4-year institutions	16.2%
At public 2-year institutions	14.1%
At private 4-year institutions	25.8%
At private 2-year institutions	n/a

Degrees awarded:

Associate	606
Bachelor's	1,011
Master's	286
Doctorate	14
Professional	0

Residence of new students: State residents made up 78% of all freshmen enrolled in Alaska; 43% of all Alaska residents who were freshmen attended college in their home state.

Test scores: Students averaged 17.9 on the A.C.T., which was taken by 36% of Alaska's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$1,280
At public 2-year institutions	n/a
At private 4-year institutions	$5,078
At private 2-year institutions	n/a

Expenditures:

Public institutions	$224,042,000
Private institutions	$10,171,000

State funds for higher-education operating expenses: $181,834,000
Two-year change: Up 9%

State spending on student aid:
Need-based: $464,000; 307 awards
Non–need-based: $2,111,000; number of awards n/a
Other: None

Salary of chief executive of largest public 4-year campus:
Donald F. Behrend, University of Alaska at Anchorage: $111,940 (1991-92)

Total spending on research and development by doctorate-granting universities: $56,701,000

Sources:

Federal government	47.0%
State and local governments	3.7%
Industry	5.4%
The institution itself	38.6%
Other	5.3%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$6,056,000
GI Bill	$1,056,000
Pell Grants	$7,548,000

Total federal spending on college- and university-based research and development: $15,928,000

Selected programs:

Department of Health and Human Services	$674,000
National Science Foundation	$6,999,000
Department of Defense	$596,000
Department of Agriculture	$1,464,000
Department of Energy	$953,000

Largest endowment:
University of Alaska ... $31,855,000

Top fund raisers:
data not reported

MISCELLANY

★ The name of the northernmost campus in the country, formerly the North Slope Higher Education Center, was changed in September 1990 by local officials, who preferred an Eskimo name. It is now Arctic Sivunmum Ilisagvik College.

★ The television show "Northern Exposure" is built around a doctor who came to Alaska to repay his obligation to the state for sending him to medical school. The state has no such program, but does send its medical students to the University of Washington's medical school for three years at a cost of more than $100,000 per student. Students are encouraged, but not required, to return to Alaska to practice when they graduate, and there have been attempts to make returning mandatory. (Idaho and Montana have similar programs.)

★ The oldest higher-education institution in Alaska is Sheldon Jackson College, founded in 1878.

Arizona

FOR THE FIRST FEW MONTHS of 1991, solving the budget problems of the Grand Canyon State took a back seat to an extended gubernatorial campaign and a headline-grabbing bribery investigation of leading state legislators.

In February, a 16-month inquiry by local law-enforcement officials led to the indictment of seven legislators for accepting payments from an undercover agent posing as a Las Vegas gaming consultant trying to build support for legalized casino gambling in Arizona.

The vote tally in the November 1990 governor's race was so close that a run-off election had to be held. Arizona's voters finally elected Republican Fife Symington on February 26—just two months before the legislative session was to end.

One of his first acts as Governor was to appoint a committee to develop legislative recommendations for education reform and financing.

Although the plan does not specifically address higher education, college officials say the final committee report could include a tax increase for public schools. At this point, any measure that would generate more state revenue—even if it were not earmarked for higher education—would be welcomed by college officials.

In the past, the Legislature has opted for politically expedient taxes that could be paid by tourists. But that approach no longer provides adequate revenues to serve Arizona's rapidly growing population. A series of deficits and a growing need for public services are putting new pressure on legislators to act decisively.

In seven of the last 10 years, budget increases for the universities were followed by mid-year cutbacks. This year, colleges and universities escaped a mid-year cut, but the 1991-92 appropriation for the Arizona Board of Regents contained no money for salary increases or to offset inflation.

The Arizona Board of Regents has appointed a task force of legislators and community-college and university officials to review the financing formula for higher education and to develop an enrollment-management plan. That report is to be released this fall.

Arizona's large Hispanic and American Indian populations are a growing proportion of the citizenry. Consequently, the state's institutions are developing a variety of programs to recruit and retain minority students.

Two boards, both with governing and coordinating responsibilities, oversee the state's public colleges and universities: the Board of Regents for the three universities, and the state Board of Directors for community colleges.

DEMOGRAPHICS

Population: 3,665,228 (Rank: 24)

Age distribution:

Up to 17	26.8%
18 to 24	10.7%
25 to 44	31.7%
45 and older	30.8%

Racial and ethnic distribution:

American Indian	5.6%
Asian	1.5%
Black	3.0%
White	80.8%
Other and unknown	9.1%
Hispanic (may be any race)	18.8%

Educational attainment of adults:

At least 4 years of high school	72.4%
At least 1 to 3 years of college	38.0%
At least 4 years of college	17.4%

Per-capita personal income: $16,297

New high-school graduates in:

1991-92 (estimate)	31,096
2001-02 (estimate)	46,128

New GED diploma recipients: 8,512

High-school dropout rate: 38.9%

POLITICAL LEADERSHIP

Governor: Fife Symington (R), term ends 1994

Governor's higher-education adviser: Nancy Mendoza, 1700 West Washington Street, Phoenix 85007; (602) 542-4331

U.S. Senators: Dennis DeConcini (D), term ends 1995; John S. McCain (R), term ends 1993

U.S. Representatives:
0 Democrats, 4 Republicans, 1 vacancy
Jim Kolbe (R), Jon Kyl (R), John J. Rhodes, III (R), Bob Stump (R)

Legislature: Senate, 17 Democrats, 13 Republicans; House, 27 Democrats, 32 Republicans, 1 vacancy

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	3
Public 2-year institutions	17
Private 4-year institutions	14
Private 2-year institutions	3
Total	37

Vocational institutions: 176

Statewide coordinating board:
Arizona Board of Regents
3030 North Central Avenue
Suite 1400
Phoenix 85012
(602) 255-4082
Molly C. Broad, executive director

Private-college association:
None

Institutions censured by the AAUP:
None

Institutions under NCAA sanctions:
None

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	1,145
Associate professor	974
Assistant professor	827
Instructor	89
Lecturer	157
No rank	1,545
Total	4,737

Average pay of full-time professors:

At public 4-year institutions	$43,465
At public 2-year institutions	$37,413
At private 4-year institutions	$32,987
At private 2-year institutions	n/a
At all institutions	$40,903
Men (all institutions)	$43,289
Women (all institutions)	$35,612

STUDENTS

Enrollment:

Total	252,614
At public 4-year institutions	96,276
At public 2-year institutions	143,038
At private 4-year institutions	11,371
At private 2-year institutions	1,929
Undergraduate	226,120
First-time freshmen	61,241
Graduate	25,059
Professional	1,435
American Indian	8,301
Asian	5,340
Black	7,263
Hispanic	26,082
White	203,748
Foreign	7,052

Enrollment highlights:

Women	52.8%
Full-time	43.0%
Minority	18.7%
Foreign	2.7%
10-year change in total enrollment	Up 33.7%

Proportion of enrollment made up of minority students:

At public 4-year institutions	13.0%
At public 2-year institutions	22.0%
At private 4-year institutions	18.9%
At private 2-year institutions	28.1%

Degrees awarded:

Associate	6,167
Bachelor's	13,767
Master's	4,884
Doctorate	559
Professional	420

Residence of new students: State residents made up 87% of all freshmen enrolled in Arizona; 96% of all Arizona residents who were freshmen attended college in their home state.

Test scores: Students averaged 19.0 on the A.C.T., which was taken by 36% of Arizona's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$1,362
At public 2-year institutions	$519
At private 4-year institutions	$4,127
At private 2-year institutions	$11,007

Expenditures:

Public institutions	$1,017,203,000
Private institutions	$52,887,000

State funds for higher-education operating expenses: $613,806,000
Two-year change: Up 14%

State spending on student aid:
Need-based: $3,427,000; 5,000 awards
Non–need-based: None
Other: None

Salary of chief executive of largest public 4-year campus:
Lattie F. Coor, Arizona State University: $151,003 (1991-92)

Total spending on research and development by doctorate-granting universities: $223,531,000

Sources:

Federal government	47.1%
State and local governments	3.6%
Industry	5.6%
The institution itself	38.4%
Other	5.3%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$17,173,000
GI Bill	$7,569,000
Pell Grants	$78,363,000

Total federal spending on college- and university-based research and development: $83,490,000

Selected programs:

Department of Health and Human Services	$34,002,000
National Science Foundation	$15,027,000
Department of Defense	$9,759,000
Department of Agriculture	$3,512,000
Department of Energy	$3,567,000

Largest endowment:

University of Arizona	$55,790,000

Top fund raisers:

University of Arizona	$33,396,000
Arizona State University	$25,712,000
Northern Arizona University	$3,550,000

MISCELLANY

★ Northern Arizona University is the site each summer of the Arizona Honors Academy, which draws college students from around the country for a three-week program in which they study and discuss issues of national security, foreign policy, and international relations.

★ Phoenix is the site of the next annual convention of the American Association of Community and Junior Colleges. The AACJC had considered moving its annual meeting to another state because Arizona voters had chosen not to recognize the birthday of the Rev. Martin Luther King, Jr., a holiday in the rest of the nation. The association's board of directors later voted overwhelmingly to hold the 1992 convention in Phoenix after all, since the city and state colleges and universities in the area recognize the King holiday.

★ Prescott College, which declared bankruptcy in 1974 and lost its 600-acre campus, is experiencing new popularity. College officials attribute its regeneration to an emphasis on experiential learning and a commitment to the environment. Environmental issues are woven into the curriculum, and new students are required to complete a three-week wilderness orientation in the Grand Canyon.

★ The oldest institution of higher education in the state is Arizona State University, founded in 1886.

Arkansas

GOV. BILL CLINTON has made education reform a keystone of his administration for more than a decade. But until recently, Arkansas's colleges and universities were left out of the picture—mostly for lack of money.

In 1991 all that changed.

The General Assembly approved a tax increase that will provide the institutions with more money for salaries and new equipment. The increase was a coup for Governor Clinton, a Democrat who had been rebuffed in three previous attempts to win legislative support for his

tax proposals. Mr. Clinton, frequently mentioned as a potential Presidential candidate, is regarded as one of the nation's most knowledgeable "education governors" and has been active in the effort to establish national education goals.

The new money for higher education is especially welcome at the state's four-year colleges and universities, which have seen many faculty members flee to better-paying states.

Arkansas will also use some of the tax money to create new scholarship programs to attract more students to college—an important goal for the state that is second only to West Virginia in having the lowest proportion of citizens with four or more years of college education. Some of the new money will be used to create a special scholarship program to encourage more minority students to become teachers.

Business and political leaders in the state have also been concerned about the quality and availability of postsecondary technical education, and lawmakers passed legislation in 1991 to address those concerns.

Under the new law, 12 of the state's 24 vocational-technical schools will be upgraded to technical colleges and required to develop and offer college-level courses and associate degrees. Lawmakers approved another tax increase to finance those changes, which are designed to bring technical education within driving distance of all residents.

The changes in technical colleges also brought some changes to the State Board of Higher Education, the coordinating board for all postsecondary education. Under the law, the board is made up of two bodies: the College Panel, which oversees the programs and budgets of technical and community colleges; and the University Panel, which handles the same duties for the state's 10 four-year public institutions.

Arkansas has three private historically black institutions and one public one, the University of Arkansas at Pine Bluff.

DEMOGRAPHICS

Population: 2,350,725 (Rank: 33)

Age distribution:

Up to 17	26.4%
18 to 24	10.1%
25 to 44	29.2%
45 and older	34.3%

Racial and ethnic distribution:

American Indian	0.5%
Asian	0.5%
Black	15.9%
White	82.7%
Other and unknown	0.3%
Hispanic (may be any race)	0.8%

Educational attainment of adults:

At least 4 years of high school	55.5%
At least 1 to 3 years of college	22.3%
At least 4 years of college	10.8%

Per-capita personal income: $14,218

New high-school graduates in:

1991-92 (estimate)	26,725
2001-02 (estimate)	26,329

New GED diploma recipients: 7,013

High-school dropout rate: 22.8%

POLITICAL LEADERSHIP

Governor: Bill Clinton (D), term ends 1995

Governor's higher-education adviser:
Kathy VanLaningham, State Capitol, Little Rock 72201; (501) 682-2345

U.S. Senators: Dale Bumpers (D), term ends 1993; David Pryor (D), term ends 1997

U.S. Representatives:
3 Democrats, 1 Republican
Bill Alexander (D), Beryl Anthony, Jr. (D), John Paul Hammerschmidt (R), Ray Thornton (D)

General Assembly: Senate, 31 Democrats, 4 Republicans; House, 92 Democrats, 8 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	10
Public 2-year institutions	10
Private 4-year institutions	10
Private 2-year institutions	7
Total	37

Vocational institutions: 109

Statewide coordinating board:
State Board of Higher Education
114 East Capitol
Little Rock 72201
(501) 324-9300
Diane Gilleland, director

Private-college association:
Independent Colleges of Arkansas
One Riverfront Place, Suite 610
North Little Rock 72114
(501) 378-0843
E. Kearney Dietz, president

Institutions censured by the AAUP:
Phillips County Community College, Southern Arkansas University, University of the Ozarks (governing board)

Institutions under NCAA sanctions:
None

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	665
Associate professor	660
Assistant professor	720
Instructor	381
Lecturer	32
No rank	319
Total	2,777

Average pay of full-time professors:

At public 4-year institutions	$33,369
At public 2-year institutions	$25,471
At private 4-year institutions	$28,116
At private 2-year institutions	$23,969
At all institutions	$31,588
Men (all institutions)	$34,061
Women (all institutions)	$27,111

STUDENTS

Enrollment:

Total	88,572
At public 4-year institutions	58,662
At public 2-year institutions	17,754
At private 4-year institutions	9,916
At private 2-year institutions	2,240
Undergraduate	80,962
First-time freshmen	18,398
Graduate	6,195
Professional	1,415
American Indian	380
Asian	668
Black	11,361
Hispanic	366
White	70,180
Foreign	1,595

Enrollment highlights:

Women	57.0%
Full-time	71.4%
Minority	15.4%
Foreign	1.9%
10-year change in total enrollment	Up 18.6%

Proportion of enrollment made up of minority students:

At public 4-year institutions	15.3%
At public 2-year institutions	13.9%
At private 4-year institutions	12.9%
At private 2-year institutions	34.8%

Degrees awarded:

Associate	2,432
Bachelor's	7,300
Master's	1,801
Doctorate	96
Professional	343

Residence of new students: State residents made up 85% of all freshmen enrolled in Arkansas; 86% of all Arkansas

Continued on Following Page

Arkansas
CONTINUED

residents who were freshmen attended college in their home state.

Test scores: Students averaged 17.6 on the A.C.T., which was taken by 59% of Arkansas's high-school seniors.

MONEY

Average tuition and fees:
At public 4-year institutions .. $1,376
At public 2-year institutions ... $644
At private 4-year institutions . $3,175
At private 2-year institutions . $6,102

Expenditures:
Public institutions $528,831,000
Private institutions $72,321,000

State funds for higher-education operating expenses: $319,014,000
Two-year change: Up 3%

State spending on student aid:
Need-based: $4,137,000; 10,307 awards
Non–need-based: $790,000; 388 awards
Other: $180,000

Salary of chief executive of largest public 4-year campus:
Daniel E. Ferritor, University of Arkansas main campus: $120,000 (1991-92)

Total spending on research and development by doctorate-granting universities: $43,676,000
Sources:
Federal government 32.5%
State and local governments .. 27.9%
Industry 9.4%
The institution itself 21.8%
Other 8.3%

Federal spending on education and student aid (selected programs):
Vocational and adult education $14,810,000
GI Bill $3,948,000
Pell Grants $55,903,000

Total federal spending on college- and university-based research and development: $15,599,000
Selected programs:
Department of Health and Human Services .. $5,538,000
National Science Foundation $1,030,000
Department of Defense $365,000
Department of Agriculture $5,702,000
Department of Energy $783,000

Largest endowment:
Hendrix College $51,983,000

Top fund raisers:
Arkansas College $7,035,000
Harding University $4,992,000
Ouachita Baptist University $4,473,000

MISCELLANY

★ Former Sen. J. William Fulbright, the creator of the international scholarly and student exchanges that bear his name, served as president of the University of Arkansas from 1939 to 1941.

★ On September 21, 1991, the University of Arkansas at Fayetteville will rededicate Old Main, a building that was started in 1873 and for many years housed all of the university's offices and classrooms. The building will now house administrative offices and several academic departments of the university's Fulbright College of Arts and Sciences.

★ The oldest institution of higher education in Arkansas is the University of the Ozarks, founded in 1834. It is affiliated with the United Presbyterian Church, USA.

California

BETWEEN THE DAY Republican Gov. Pete Wilson took office in January and the end of May, estimates of California's deficit doubled—to $14.3-billion. And while the deficit spiraled out of control, higher-education officials saw their budgets for 1991-92 slashed to below the allocations for academic 1990-91—despite bigger enrollments.

The solution to the budget crisis pleased no one: The gap was closed by raising taxes and slashing support of social programs and public services.

For higher-education officials, the solution included reducing their work forces by thousands of employees, freezing salaries, and raising tuition by 20 per cent for students in the California State University System and community colleges. Students at the University of California saw their tuition jump by 40 per cent.

Private colleges suffered, as well. For the third year in a row, no increase was made in the maximum state grant for students attending private institutions. The current maximum is about $5,200.

The budget crisis of 1991 has led many college officials to question whether the state can continue its historic commitment to insuring that all California residents have a chance to go to college. They say California's revenue system must be revised radically to pay for the mammoth enrollment increases that are projected for the next 15 years. By 2005, according to predictions, California's college enrollment will increase by 700,000—pushing the public-college population to 2.6 million—and a large proportion will be minority and nontraditional students.

To serve all those students, the California Postsecondary Education Commission—the state's coordinating board—estimates that the state will need at least one more University of California campus and about two dozen new community colleges.

But in November 1990, voters rejected a $450-million bond issue to finance campus construction projects that higher-education officials had called essential. And last April, Los Angeles voters rejected a $200-million bond issue to finance construction and repair projects throughout the Los Angeles Community College District.

In 1963, higher education in California was divided into three separately governed systems: the University of California, the California State University System, and the community colleges.

The University of California, the only doctorate-granting system, offers admission to the top eighth of the state's high-school graduates. Cal State offers bachelor's- and master's-degree programs to students from the top third of their high-school classes. The community colleges have an open-admissions policy.

By limiting expensive doctoral and research programs to the UC system, California has avoided some of the costly competition between systems that is found in other states. But some say the emphasis on research and graduate programs at UC has hurt the quality of undergraduate programs.

In recent years, the university system has also been under intense pressure to admit more minority students. Black and Hispanic leaders say the system hasn't done enough to recruit black and Hispanic students and faculty members. And Asian-American leaders contend that informal quotas have limited the enrollment of Asian students.

The university has promised to do more for all minority students and has repeatedly denied that it uses quotas. The naming of Chang-Lin Tien as chancellor of the university's Berkeley campus has won rave reviews from Asian Americans.

The management of the CSU System has repeatedly come under fire by legislators. In 1990 the criticism lead to the resignation of the system's chancellor, W. Ann Reynolds. Her successor, Barry Munitz, a former businessman and chancellor of the University of Houston's central campus, has many challenges ahead. He must restore the Legislature's confidence in the system, contend with tight budgets, and try to improve the graduation rate. The Legislature has complained that too few students seem able to complete undergraduate studies in four or five years.

The California Community Colleges have a challenge of their own: to reduce the rate at which students default on education loans. Eight of the system's 107 colleges could lose their eligibility to take part in the federal guaranteed student-loan program because they have had default rates in excess of 35 per cent for three consecutive years.

The state is also home to such well-known private research universities as the California Institute of Technology, Stanford University, and the University of Southern California. Liberal-arts colleges include Claremont McKenna, Mills, and Pomona Colleges. There are also specialized institutions, such as the California Institute of the Arts and the Monterey Institute of International Studies.

Stanford has been at the center of a national controversy over its use of federal research funds. The government provides money to institutions to cover the overhead costs associated with research—expenses that support federally financed research, but are not directly related to a specific research award—such as the cost of utilities and the maintenance of campus facilities.

Stanford and other universities have broadly interpreted the regulations on overhead costs. Among the things Stanford charged partly to the government were flowers, silverware, depreciation on a yacht, and increasing the size of the president's bed. Ultimately the controversy led to the resignation of Donald Kennedy, Stanford's president, effective in August 1992.

With all that, Stanford has good news on at least one front. In June it exceeded its $1.1-billion fund-raising goal—eight months before the campaign's scheduled end.

DEMOGRAPHICS

Population: 29,760,021 (Rank: 1)

Age distribution:
Up to 17 ..... 26.0%
18 to 24 ..... 11.5%
25 to 44 ..... 34.7%
45 and older 27.8%

Racial and ethnic distribution:
American Indian 0.8%
Asian 9.6%
Black 7.4%
White 69.0%
Other and unknown 13.2%
Hispanic (may be any race) .. 25.8%

Educational attainment of adults:
At least 4 years of high school 73.5%
At least 1 to 3 years of college 42.0%
At least 4 years of college 19.6%

Per-capita personal income: $20,795

New high-school graduates in:
1991-92 (estimate) 251,306
2001-02 (estimate) 375,160

New GED diploma recipients: 16,800

High-school dropout rate: 34.1%

POLITICAL LEADERSHIP

Governor: Pete Wilson (R), term ends 1995

Governor's higher-education adviser: Maureen DiMarco, 1121 L Street, Suite 502, Sacramento 95814; (916) 323-7132

U.S. Senators: Alan Cranston (D), term ends 1993; John Seymour (R), term ends 1992

U.S. Representatives:
26 Democrats, 19 Republicans
Glenn M. Anderson (D), Anthony C. Beilenson (D), Howard L. Berman (D), Barbara Boxer (D), George E. Brown, Jr. (D), Tom Campbell (R), Gary Condit (D), C. Christopher Cox (R), Randy "Duke" Cunningham (R), William E. Dannemeyer (R), Ronald V. Dellums (D), Julian C. Dixon (D), Calvin M. Dooley (D), John T. Doolittle (R), Robert K. Dornan (R), David Dreier (R), Mervyn M. Dymally (D), Don Edwards (D), Vic Fazio (D), Elton Gallegly (R), Wally Herger (R), Duncan Hunter (R), Robert J. Lagomarsino (R), Tom Lantos (D), Richard H. Lehman (D), Mel Levine (D), Jerry Lewis (R), Bill Lowery (R), Matthew G. Martinez (D), Robert T. Matsui (D), Alfred A. (Al) McCandless (R), George Miller (D), Norman Y. Mineta (D), Carlos J. Moorhead (R), Ron Packard (R), Leon E. Panetta (D), Nancy Pelosi (D), Frank D. Riggs (R), Dana Rohrabacher (R), Edward R. Roybal (D), Fortney Pete Stark (D), William M. Thomas (R), Esteban Edward Torres (D), Maxine Waters (D), Henry A. Waxman (D)

Legislature: Senate, 26 Democrats, 11 Republicans, 1 Independent, 2 vacancies; House, 49 Democrats, 31 Republicans

COLLEGES AND UNIVERSITIES

Higher education:
Public 4-year institutions 31
Public 2-year institutions 107
Private 4-year institutions 140
Private 2-year institutions 32
Total 310

Vocational institutions: 916

Statewide coordinating board:
California Postsecondary Education Commission
1020 12th Street, 3rd Floor
Sacramento 95814
(916) 445-1000
Warren H. Fox, executive director

Private-college association:
Association of Independent California Colleges and Universities
1100 11th Street, Suite 315
Sacramento 95814
(916) 446-7626
Jonathan A. Brown, president

Institutions censured by the AAUP:
Sonoma State University, University of Judaism

Institution under NCAA sanctions:
University of the Pacific

FACULTY MEMBERS

Full-time faculty members by rank:
Professor 13,633
Associate professor 5,451
Assistant professor 4,878
Instructor 638
Lecturer 747
No rank 8,445
Total 33,792

Average pay of full-time professors:
At public 4-year institutions . $52,765
At public 2-year institutions . $35,482
At private 4-year institutions $44,071
At private 2-year institutions $33,148
At all institutions $46,476
Men (all institutions) $49,224
Women (all institutions) $39,628

STUDENTS

Enrollment:
Total 1,744,879
At public 4-year institutions . 494,099
At public 2-year institutions 1,040,110
At private 4-year institutions 201,938
At private 2-year institutions .. 8,732
Undergraduate 1,546,687
First-time freshmen 273,783
Graduate 166,676
Professional 31,516

American Indian	20,600
Asian	205,929
Black	114,388
Hispanic	215,397
White	1,131,731
Foreign	65,519

Enrollment highlights:

Women	53.9%
Full-time	44.3%
Minority	33.0%
Foreign	3.7%
10-year change in total enrollment	Up 2.8%

Proportion of enrollment made up of minority students:

At public 4-year institutions	33.0%
At public 2-year institutions	34.7%
At private 4-year institutions	22.8%
At private 2-year institutions	37.2%

Degrees awarded:

Associate	48,018
Bachelor's	91,508
Master's	33,060
Doctorate	4,209
Professional	7,651

Residence of new students: State residents made up 90% of all freshmen enrolled in California; 95% of all California residents who were freshmen attended college in their home state.

Test scores: Students averaged 897 on the S.A.T., which was taken by 47% of California's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$1,123
At public 2-year institutions	$112
At private 4-year institutions	$9,489
At private 2-year institutions	$7,664

Expenditures:

Public institutions	$8,515,440,000
Private institutions	$3,641,630,000

State funds for higher-education operating expenses: $6,100,728,000
Two-year change: Up 3%

State spending on student aid:
Need-based: $164,747,000; 76,968 awards
Non–need-based: None
Other: None

Salary of chief executive of largest public 4-year campus:
Charles E. Young, University of California at Los Angeles: $175,000 (1991-92)

Total spending on research and development by doctorate-granting universities: $1,845,555,000

Sources:

Federal government	69.4%
State and local governments	2.4%
Industry	4.5%
The institution itself	17.4%
Other	6.3%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$110,652,000
GI Bill	$35,564,000
Pell Grants	$392,463,000

Total federal spending on college- and university-based research and development: $1,109,954,000

Selected programs:

Department of Health and Human Services	$609,383,000
National Science Foundation	$164,689,000
Department of Defense	$148,010,000
Department of Agriculture	$15,401,000
Department of Energy	$68,081,000

Largest endowment:

Stanford University	$2,053,128,000

Top fund raisers:

Stanford University	$202,166,000
University of Southern California	$126,136,000
University of California at Berkeley	$97,398,000

MISCELLANY

★ Stanford University fired Stuart Reges, a lecturer in computer science, after he claimed to have carried illegal drugs on the campus in violation of federal anti-drug laws and the university's anti-drug regulations.

★ April Glaspie, the former U.S. Ambassador to Iraq, will spend the coming academic year as ambassador in residence at the University of California at San Diego.

★ Thirty students from California State University at Hayward are serving as consultants to companies on the Pacific Rim. As part of a class called "Asian International Marketing," the students are helping companies explore options for exporting their goods to the United States.

★ Undergraduates at the University of California at Los Angeles will have to hunt for books in a two-story tent while the Powell Library is being renovated. The university plans to use an exposition-style tent this fall to house its book collection while the library is made earthquake safe.

★ In a class that could just as well be called "Spying 101," law students at the University of San Francisco learn the tricks of the trade—surveillance, forgery, bugging, and snapping clandestine photographs. Taught by Robert Talbot, a law professor, and Harold K. Lipset, a private investigator, "The Fundamentals of Investigation" may the only course of its kind in the country.

★ The oldest institutions of higher education in California are the University of the Pacific (an independent institution) and Santa Clara University (a Roman Catholic institution), both founded in 1851.

Colorado

IT HAS BEEN a difficult year for higher education in Colorado. Gov. Roy Romer, a Democrat with a strong record of supporting education, told college officials that he would be able to allocate only $15-million in new money for their campuses in the 1991-92 fiscal year—a 4-per-cent increase.

To the dismay of many on the campuses, the Republican-controlled General Assembly concurred. But lawmakers also recognized that tuition would have to be raised to compensate for the shortage of state support, so they increased need-based financial aid by 11 per cent and allocated $500,000 for the state's first need-based grants for part-time students.

Despite the state's financial woes, lawmakers still place a high priority on higher education. But

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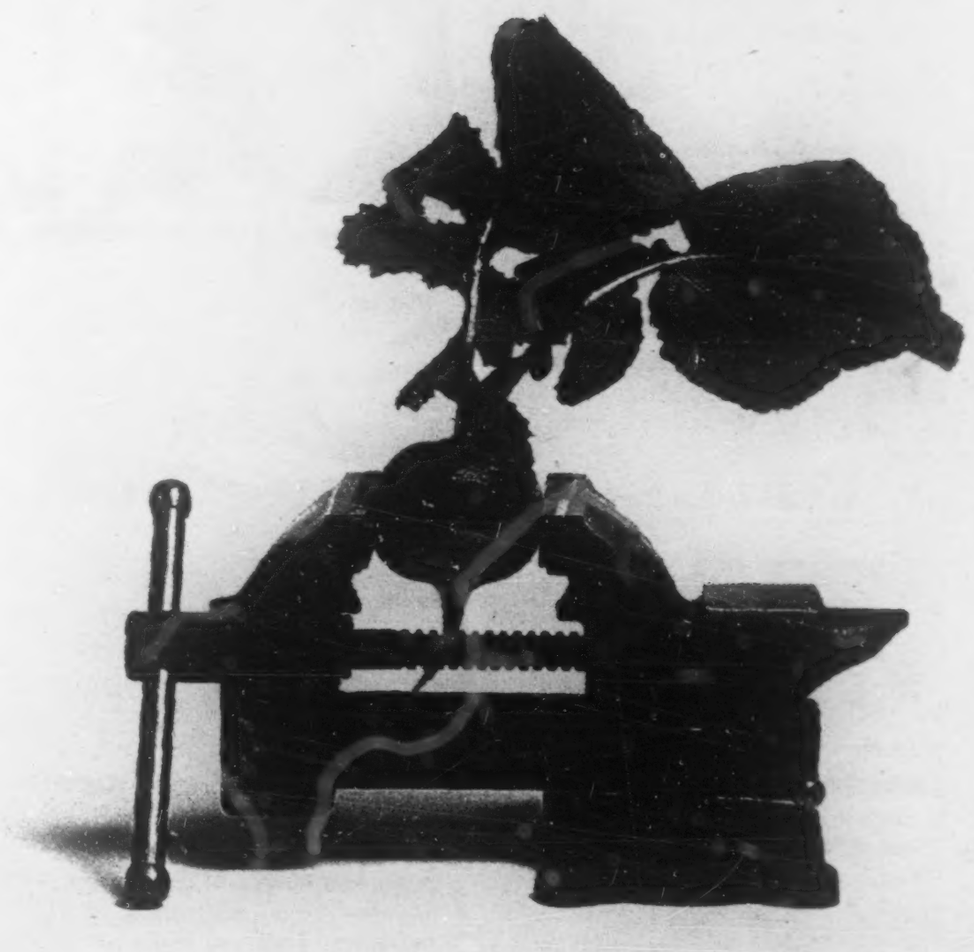
The AMS Solution

Good Value



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Colorado
CONTINUED

for many years they have believed that an increase in financial support and an increase in accountability go hand-in-hand.

In 1985, when the General Assembly adopted a plan to increase financial support for higher education, it also approved the "Colorado Higher Education Accountability Act," which required institutions to develop strategies to improve retention and graduation rates and to monitor students' performance. In 1991 the Colorado Commission on Higher Education, the state coordinating board, issued its first "ScoreCard" on how the state's public colleges were performing.

The commission found that the average national test scores of first-time freshmen attending Colorado's public institutions were higher than the national figures. It also found that the rate at which white and Hispanic high-school graduates enrolled in postsecondary institutions from 1986 to 1989 had increased. The enrollment rate of black students decreased slightly in that same period.

Higher education in Colorado is decentralized, and the state's public universities are among the most active in the country in pursuing federal and private research dollars and in recruiting high-technology businesses. A chemist at the University of Colorado at Boulder shared the Nobel Prize for chemistry with a Yale researcher in 1989.

University officials hope to build on that success as they work to earn the university a place among the nation's premier research institutions.

The university system also received approval to expand and improve the University of Colorado at Colorado Springs. As state money becomes available, the number of graduate programs will be increased, and housing for 800 students will be built either by the state or in partnership with local developers.

The state's 15 community colleges are highly regarded for their innovative worker-training programs, developed in cooperation with businesses. But their popularity with Colorado residents has proved to be a mixed blessing.

Even though state support for two-year institutions has increased by 44 per cent in the last five years, enrollment has grown by 67 per cent in the same period. And in recent years, community colleges have been aggressively lobbying state legislators for a larger share of the higher-education budget.

Concern over the growing "tuition gap" between Colorado's public institutions and the state's private, non-profit colleges also has been a political issue in recent years.

Private-college leaders were able to persuade lawmakers in 1988 to enact a program to provide direct payments to the institutions, based on their enrollment, but so far the colleges have been unable to get the legislature to come up with the money.

DEMOGRAPHICS

Population: 3,294,394 (Rank: 26)

Age distribution:

Up to 17	26.1%
18 to 24	10.2%
25 to 44	35.8%
45 and older	27.9%

Racial and ethnic distribution:

American Indian	0.8%
Asian	1.8%
Black	4.0%
White	88.2%
Other and unknown	5.1%
Hispanic (may be any race)	12.9%

Educational attainment of adults:

At least 4 years of high school	78.6%
At least 1 to 3 years of college	44.1%
At least 4 years of college	23.0%

Per-capita personal income: $18,794

New high-school graduates in:

1991-92 (estimate)	32,598
2001-02 (estimate)	42,257

New GED diploma recipients: 7,633

High-school dropout rate: 25.3%

POLITICAL LEADERSHIP

Governor: Roy Romer (D), term ends 1995

Governor's higher-education adviser: Karen Sandstead, 136 State Capitol, Denver 80203; (303) 866-2471

U.S. Senators: Hank Brown (R), term ends 1997; Timothy E. Wirth (D), term ends 1993

U.S. Representatives:
3 Democrats, 3 Republicans
Wayne Allard (R), Ben Nighthorse Campbell (D), Joel Hefley (R), Dan Schaefer (R), Patricia Schroeder (D), David E. Skaggs (D)

General Assembly: Senate, 12 Democrats, 23 Republicans; House, 27 Democrats, 38 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	13
Public 2-year institutions	15
Private 4-year institutions	17
Private 2-year institutions	9
Total	54

Vocational institutions: 119

Statewide coordinating board:
Commission on Higher Education
1300 Broadway, 2nd Floor
Denver 80203
(303) 866-2723
David A. Longanecker, executive director

Private-college association:
Independent Higher Education of Colorado
387 Denver Club Building
518 17th Street
Denver 80202
(303) 571-5559
Toni Worcester, executive director

Institutions censured by the AAUP:
Colorado School of Mines, University of Northern Colorado

Institutions under NCAA sanctions:
None

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	1,832
Associate professor	1,277
Assistant professor	1,041
Instructor	205
Lecturer	36
No rank	864
Total	5,255

Average pay of full-time professors:

At public 4-year institutions	$41,043
At public 2-year institutions	$27,701
At private 4-year institutions	$40,380
At private 2-year institutions	n/a
At all institutions	$38,450
Men (all institutions)	$40,612
Women (all institutions)	$32,177

Sources and notes appear on Page 104

STUDENTS

Enrollment:

Total	201,114
At public 4-year institutions	107,324
At public 2-year institutions	68,526
At private 4-year institutions	19,756
At private 2-year institutions	5,508
Undergraduate	178,680
First-time freshmen	35,002

Graduate	19,448
Professional	2,986
American Indian	1,654
Asian	4,050
Black	5,078
Hispanic	13,452
White	157,982
Foreign	4,072

Enrollment highlights:

Women	52.9%
Full-time	59.1%
Minority	13.3%
Foreign	2.2%
10-year change in total enrollment	Up 29.9%

Proportion of enrollment made up of minority students:

At public 4-year institutions	11.4%
At public 2-year institutions	15.6%
At private 4-year institutions	13.6%
At private 2-year institutions	24.1%

Degrees awarded:

Associate	5,943
Bachelor's	15,561
Master's	4,574
Doctorate	665
Professional	873

Residence of new students: State residents made up 78% of all freshmen enrolled in Colorado; 80% of all Colorado residents who were freshmen attended college in their home state.

Test scores: Students averaged 19.6 on the A.C.T., which was taken by 60% of Colorado's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$1,830
At public 2-year institutions	$792
At private 4-year institutions	$9,188
At private 2-year institutions	$8,036

Expenditures:

Public institutions	$1,057,558,000
Private institutions	$160,193,000

State funds for higher-education operating expenses: $516,793,000
Two-year change: Up 9%

State spending on student aid:
Need-based: $12,087,000; 15,280 awards
Non–need-based: $10,911,000; 12,821 awards
Other: $1,281,000

Salary of chief executive of largest public 4-year campus:
James N. Corbridge, Jr., University of Colorado at Boulder: $120,000 (1990-91)

Total spending on research and development by doctorate-granting universities: $226,428,000

Sources:

Federal government	73.7%
State and local governments	4.7%
Industry	6.4%
The institution itself	7.8%
Other	7.3%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$26,800,000
GI Bill	$7,481,000
Pell Grants	$69,308,000

Total federal spending on college- and university-based research and development: $145,900,000

Selected programs:

Department of Health and Human Services	$65,582,000
National Science Foundation	$22,252,000
Department of Defense	$12,527,000
Department of Agriculture	$4,665,000
Department of Energy	$5,918,000

Largest endowment:
Colorado College $137,694,000

Top fund raisers:

University of Colorado	$37,657,000
University of Denver	$15,126,000
Colorado College	$7,057,000

MISCELLANY

★ Gov. Roy Romer is chairman of the National Education Goals Panel, which was set up by President Bush and the nation's governors to monitor progress in improving the schools.

★ Students at Metropolitan State College of Denver cover the legislature and put out a free weekly newspaper that is read by legislators, lobbyists, state employees, and other reporters. The students work as full-time interns for *The Capitol Reporter*, which is published by the college.

★ High-school students applying to Colorado State University can learn quickly how much money they can expect to receive in financial-aid awards through a new computer program called FAST, which stands for "financial-aid service team." University financial-aid officers run aid and tax forms through a computer that provides estimates for awards.

★ The oldest institution of higher education in Colorado is the University of Denver, an independent institution founded in 1864.

Connecticut

LONG OVERSHADOWED by traditionally strong private colleges, public higher education in Connecticut flourished in the 1980's as the state's economy boomed. But the recession is now taking its toll.

For most of the past decade, public-college enrollments grew appreciably, particularly among adult and minority students, and spending on financial aid increased steadily.

Trouble surfaced as the recession hit Connecticut in 1990, and college budgets were cut in response. Then came 1991 and the worst deficit in Connecticut's history—a $1-billion gap in an overall state budget of about $8.8-billion.

While a new governor, Lowell P. Weicker, Jr., and the General Assembly battled over tax proposals and spending cuts well past the deadline for adopting a 1991-92 budget, anxious college leaders prepared contingency plans for massive layoffs and cancellations of hundreds of course sections.

The budget crisis—which was unresolved at press time—has put unusual burdens on the labor unions that represent most of the public-college faculty and staff members and are unusually active in state politics. The faculty and staff members and other state workers were first the targets of layoffs planned by Governor Weicker, but later their unions were taken on as allies as he campaigned for an income tax.

Advocates for the state's 12 community and five technical colleges fear the budget problems will intensify interest in proposals to merge or close some of those institutions, some of which are close to each other and offer similar programs. Since 1990 the two-year institutions have been governed by a single Board of Trustees of Technical and Community Colleges. The technical colleges in particular have been criticized for teaching skills that are out of touch with the state's changing industrial base.

The five-campus University of Connecticut, with its base in Storrs, is governed by its own board, as are the four universities that make up the Connecticut State University System. The Board of Governors for Higher Education is a coordinating board that has been influential in pushing colleges to make minority students feel more welcome on campuses, and to assess what students have learned.

Private colleges have not been immune to the state's budget problems—particularly colleges that

enroll large numbers of state residents. Institutions award state financial aid in Connecticut, and for private colleges the amount of aid is determined by the number of residents enrolled. State money for that program could be in short supply this academic year.

That may not hurt places like Yale University, which since its founding in 1701 has developed an international student body and a huge endowment. (Yale was especially lucky in 1990 and 1991, receiving four gifts totaling $80-million from members of the Bass family of Texas). Other elite institutions, like Wesleyan University and Connecticut College, which draw many students from out of state, also will not be badly hurt. But the loss of funds could prove painful for institutions like Sacred Heart University, which depends heavily on state money.

The private sector has also seen its share of union activism, notably at the University of Bridgeport, where about 70 of the 170 faculty members remain on strike a year after the outbreak of a dispute over wage concessions.

DEMOGRAPHICS

Population: 3,287,116 (Rank: 27)

Age distribution:

Up to 17	22.8%
18 to 24	10.5%
25 to 44	33.3%
45 and older	33.4%

Racial and ethnic distribution:

American Indian	0.2%
Asian	1.5%
Black	8.3%
White	87.0%
Other and unknown	2.9%
Hispanic (may be any race)	6.5%

Educational attainment of adults:

At least 4 years of high school	70.3%
At least 1 to 3 years of college	35.9%
At least 4 years of college	20.7%

Per-capita personal income: $25,358

New high-school graduates in:

1991-92 (estimate)	29,719
2001-02 (estimate)	34,499

New GED diploma recipients: 4,811

High-school dropout rate: 15.1%

POLITICAL LEADERSHIP

Governor: Lowell P. Weicker, Jr. (Ind), term ends 1995

Governor's higher-education adviser: Emily V. Melendez, State Capitol, Hartford 06106; (203) 566-4840

U.S. Senators: Christopher J. Dodd (D), term ends 1993; Joseph I. Lieberman (D), term ends 1995

U.S. Representatives:
3 Democrats, 3 Republicans
Rosa L. DeLauro (D), Gary A. Franks (R), Sam Gejdenson (D), Nancy L. Johnson (R), Barbara B. Kennelly (D), Christopher Shays (R)

General Assembly: Senate, 20 Democrats, 16 Republicans; House, 89 Democrats, 62 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	7
Public 2-year institutions	17
Private 4-year institutions	21
Private 2-year institutions	3
Total	48

Vocational institutions: 122

Statewide coordinating board:
Board of Governors for Higher Education
61 Woodland Street
Hartford 06105
(203) 566-5766
Norma Foreman Glasgow, commissioner of higher education

Private-college association:
Connecticut Conference of Independent Colleges
36 Gillett Street
Hartford 06105
(203) 522-0271
Michael A. Gerber, president

Institutions censured by the AAUP:
None

Institutions under NCAA sanctions:
None

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	2,297
Associate professor	1,526
Assistant professor	1,382
Instructor	253
Lecturer	115
No rank	24
Total	5,597

Average pay of full-time professors:

At public 4-year institutions	$49,930
At public 2-year institutions	$41,081
At private 4-year institutions	$46,894
At private 2-year institutions	$27,639
At all institutions	$47,230
Men (all institutions)	$50,080
Women (all institutions)	$39,847

STUDENTS

Enrollment:

Total	169,438
At public 4-year institutions	65,427
At public 2-year institutions	44,270
At private 4-year institutions	58,068
At private 2-year institutions	1,673
Undergraduate	134,354
First-time freshmen	28,393
Graduate	31,811
Professional	3,273
American Indian	398
Asian	3,528
Black	8,930
Hispanic	4,824
White	143,934
Foreign	4,063

Enrollment highlights:

Women	56.3%
Full-time	50.3%
Minority	10.9%
Foreign	2.5%
10-year change in total enrollment	Up 9.1%

Proportion of enrollment made up of minority students:

At public 4-year institutions	8.2%
At public 2-year institutions	15.7%
At private 4-year institutions	10.3%
At private 2-year institutions	16.0%

Degrees awarded:

Associate	4,703
Bachelor's	13,525
Master's	6,022
Doctorate	553
Professional	920

Residence of new students: State residents made up 78% of all freshmen enrolled in Connecticut; 62% of all Connecticut residents who were freshmen attended college in their home state.

Test scores: Students averaged 897 on the S.A.T., which was taken by 81% of Connecticut's high-school seniors.

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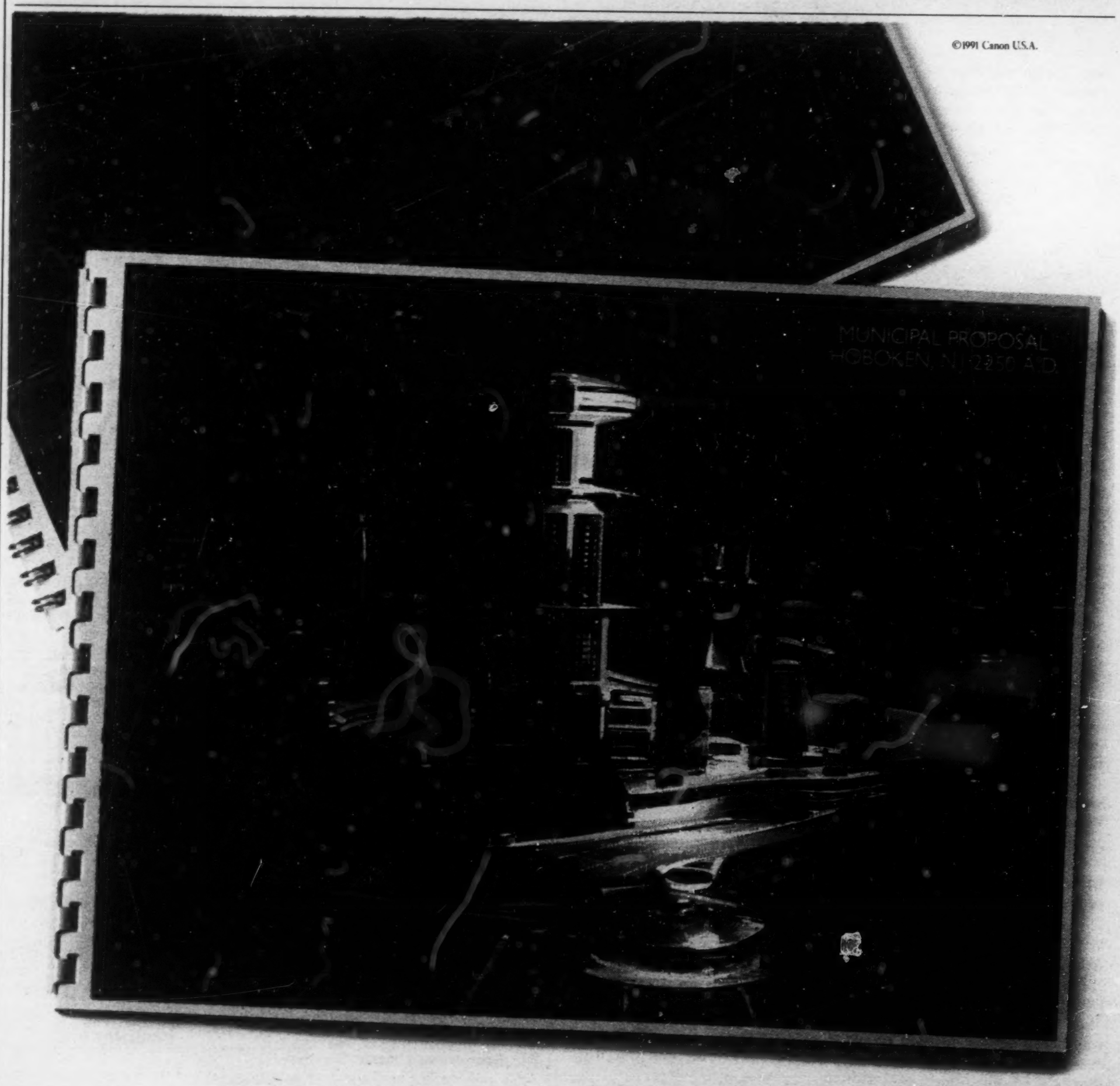

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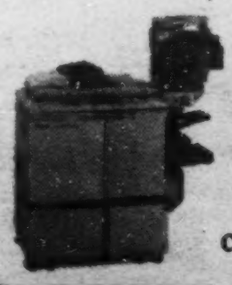

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Connecticut
CONTINUED

MONEY

Average tuition and fees:
At public 4-year institutions .. $2,017
At public 2-year institutions ... $915
At private 4-year institutions $11,268
At private 2-year institutions . $7,906

Expenditures:
Public institutions $562,696,000
Private institutions $836,949,000

State funds for higher-education operating expenses: $485,846,000
Two-year change: Up 3%

State spending on student aid:
Need-based: $20,803,000; 15,500 awards
Non–need-based: $200,000; 20 awards
Other: $15,164,000

Salary of chief executive of largest public 4-year campus:
Harry J. Hartley, Jr., University of Connecticut: $140,000 (1990-91)

Total spending on research and development by doctorate-granting universities: $284,410,000
Sources:
Federal government 65.8%
State and local governments ... 1.9%
Industry 4.1%
The institution itself 20.0%
Other 8.1%

Federal spending on education and student aid (selected programs):
Vocational and adult education $2,407,000
GI Bill $2,485,000
Pell Grants $25,366,000

Total federal spending on college- and university-based research and development: $175,972,000
Selected programs:
Department of Health and Human Services $135,088,000
National Science Foundation $13,967,000
Department of Defense . $10,865,000
Department of Agriculture $1,563,000
Department of Energy ... $9,064,000

Largest endowment:
Yale University $2,570,892,000

Top fund raisers:
Yale University $130,000,000
Wesleyan University ... $12,310,000
Trinity College $9,247,000

MISCELLANY

★ Daniel Yergin's acclaimed 1991 history of the oil industry, *The Prize*, credits a 19th-century Yale chemistry professor, Benajamin Silliman, Jr., with the research that started the modern oil industry. In 1854, Silliman did a study for a group of potential investors and found that oil could be used in lamps for illumination. He was paid $526.08 for his work.

★ As part of a consent decree with the U.S. Justice Department, Yale University, along with the other Ivy League institutions, agreed in 1991 to stop setting financial-aid policies in collaboration with other institutions and to stop comparing its student-aid packages with other institutions'.

★ Hartford College for Women became part of the University of Hartford in 1991. The women's college, founded as an independent institution in 1933, will still have separate academic programs, but will now be administered by the larger university.

★ The University of Bridgeport is allowing parents of full-time students to take one free course each semester.

★ Yale University, founded in 1701, is the oldest institution of higher education in Connecticut. In 1831, it had the distinction of running the nation's first endowment drive, which raised $107,000.

Delaware

SINCE Gov. Michael N. Castle, a Republican, took office in 1989, most of the talk and movement in Delaware education have centered on elementary and secondary schools, not higher education. Since the recession extended its grip on Delaware this year, money for new college and university programs has been even scarcer than attention.

It should come as no surprise, then, that most of the new higher-education activity in recent years has focused on programs that assist public schools and their students—and that such programs depend heavily on private funds.

They include one at Delaware State College, "Saturday Academy," designed to expose middle-school students to the college experience, and one sponsored by the Delaware Postsecondary Education Commission that encourages minority and female students to pursue careers in engineering.

Delaware State, a historically black institution, lacks the resources and prestige of the more established University of Delaware, but in recent years it has taken steps to raise its profile in the General Assembly and the business community.

Although the slump in the national economy has reverberated through Delaware—home to several giant chemical companies, bank credit-card operations, and food companies—Delaware State hopes to tap into the same stream of corporate benefactors that helped make the University of Delaware one of the best-endowed public institutions in the nation.

In addition to the two public four-year institutions, the state operates the Delaware Technical and Community College, a three-campus system. The college is unusual in that it does not offer its own undergraduate courses in liberal arts, but does make such courses available to students on each of its campuses through the university. The arrangement is one legacy of the university's clout: When Delaware Tech was created in 1969, the university blocked its plans to offer undergraduate transfer courses.

A more cooperative attitude prevails today, as seen in the state's development of a new, as yet unnamed higher-education facility on the campus of Delaware Tech's Southern campus. The facility, in a rural part of the state, will be available to public and private universities offering undergraduate and graduate programs. The university, state college, and community college are governed by separate boards.

Delaware is also home to a few private colleges, but their presence shrank a little in the last year with the closing of Brandywine College, a two-year institution that was part of Widener University in Pennsylvania.

DEMOGRAPHICS

Population: 666,168 (Rank: 46)

Age distribution:
Up to 17 ..... 24.5%
18 to 24 ..... 11.4%
25 to 44 ..... 32.7%
45 and older 31.4%

Racial and ethnic distribution:
American Indian 0.3%
Asian 1.4%
Black 16.9%
White 80.3%
Other and unknown 1.1%
Hispanic (may be any race) ... 2.4%

Educational attainment of adults:
At least 4 years of high school 68.6%
At least 1 to 3 years of college 32.4%
At least 4 years of college 17.5%

Per-capita personal income: $20,039

New high-school graduates in:
1991-92 (estimate) 6,937
2001-02 (estimate) 7,298

New GED diploma recipients: 1,050

High-school dropout rate: 28.3%

POLITICAL LEADERSHIP

Governor: Michael N. Castle (R), term ends 1993

Governor's higher-education adviser: Helen Foss, 820 North French Street, 12th Floor, Wilmington 19801; (302) 577-3210

U.S. Senators: Joseph R. Biden, Jr. (D), term ends 1997; William V. Roth, Jr. (R), term ends 1995

U.S. Representative:
1 Democrat
Thomas R. Carper (D)

General Assembly: Senate, 15 Democrats, 6 Republicans; House, 17 Democrats, 24 Republicans

COLLEGES AND UNIVERSITIES

Higher education:
Public 4-year institutions 2
Public 2-year institutions 3
Private 4-year institutions 5
Private 2-year institutions 0
Total 10

Vocational institutions: 21

Statewide coordinating board:
Delaware Postsecondary Education Commission
820 North French Street
Wilmington 19801
(302) 577-3240
John F. Corrozi, executive director

Private-college association:
None

Institutions censured by the AAUP:
None

Institutions under NCAA sanctions:
None

FACULTY MEMBERS

Full-time faculty members by rank:
Professor 311
Associate professor 354
Assistant professor 337
Instructor 89
Lecturer 29
No rank 137
Total 1,257

Average pay of full-time professors:
At public 4-year institutions . $42,074
At public 2-year institutions . $35,401
At private 4-year institutions $36,537
At private 2-year institutions .... n/a
At all institutions $40,682
Men (all institutions) $44,556
Women (all institutions) $34,150

STUDENTS

Enrollment:
Total 40,562
At public 4-year institutions .. 23,080
At public 2-year institutions ... 9,957
At private 4-year institutions .. 7,525
At private 2-year institutions 0
Undergraduate 35,757
First-time freshmen 8,227
Graduate 3,277
Professional 1,528
American Indian 68
Asian 545
Black 4,313
Hispanic 356
White 32,315
Foreign 663

Enrollment highlights:
Women 56.7%
Full-time 61.2%
Minority 14.0%
Foreign 1.7%
10-year change in total enrollment ..... Up 25.5%

Proportion of enrollment made up of minority students:
At public 4-year institutions .. 13.0%
At public 2-year institutions .. 17.8%
At private 4-year institutions . 12.3%
At private 2-year institutions .... n/a

Degrees awarded:
Associate 1,138
Bachelor's 3,414
Master's 691
Doctorate 114
Professional 317

Residence of new students: State residents made up 57% of all freshmen enrolled in Delaware; 74% of all Delaware residents who were freshmen attended college in their home state.

Test scores: Students averaged 892 on the S.A.T., which was taken by 61% of Delaware's high-school seniors.

MONEY

Average tuition and fees:
At public 4-year institutions .. $2,768
At public 2-year institutions ... $882
At private 4-year institutions . $5,388
At private 2-year institutions .... n/a

Expenditures:
Public institutions $229,377,000
Private institutions $15,855,000

State funds for higher-education operating expenses: $122,391,000
Two-year change: Up 14%

State spending on student aid:
Need-based: $1,462,000; 1,734 awards
Non–need-based: $197,000; 188 awards
Other: $189,000

Salary of chief executive of largest public 4-year campus:
David P. Roselle, University of Delaware: salary n/a

Total spending on research and development by doctorate-granting universities: $37,194,000
Sources:
Federal government 45.9%
State and local governments ... 7.0%
Industry 11.0%
The institution itself 29.9%
Other 6.2%

Federal spending on education and student aid (selected programs):
Vocational and adult education $6,348,000
GI Bill $619,000
Pell Grants $7,418,000

Total federal spending on college- and university-based research and development: $15,261,000
Selected programs:
Department of Health and Human Services .. $2,290,000
National Science Foundation $4,137,000
Department of Defense .. $3,594,000
Department of Agriculture $1,712,000
Department of Energy $660,000

Largest endowment:
University of Delaware $360,278,000

Top fund raisers:
Wesley College $392,000
Delaware State College $229,000

MISCELLANY

★ When historically black Delaware State College accepted its first students in 1893, it offered

high-school as well as college instruction, since there were no high schools for blacks except in Wilmington.

★ Goldey Beacom College is the result of a merger arranged by two Wilmington proprietary-school owners: H. S. Goldey and W. H. Beacom. The two men ran separate and competing secretarial schools until 1951, when they merged. The college became a four-year, nonprofit institution in 1974.

★ The oldest higher-education institution in the state is the University of Delaware, founded in 1833.

District of Columbia

THE BOARD OF TRUSTEES of the University of the District of Columbia selected Tilden J. LeMelle as the institution's new president in 1991, largely because he had gained experience dealing with student and faculty protests when he served as vice-chancellor for student affairs at the City University of New York system.

The experience may well come in handy in his new job. UDC's students and faculty members have become increasingly frustrated because of tight budgets, bitter fighting with the administration, and uncertainty about the institution's mission.

Even with the new leadership, Washington's only public university is expected to face difficulties. The city's public-school system, where most UDC students receive their pre-college education, has serious financial and academic problems.

University officials predict that they will continue to enroll students who are not prepared for college-level work.

Transition is also in the works for private institutions in Washington. The president of the Catholic University of America, the Rev. William J. Byron, announced in 1991 that he would retire in 1992. A new president, Joseph Duffey, took office in 1991 at the American University, succeeding Richard Berendzen, who resigned in 1990 after revelations that he had made obscene telephone calls from his office.

The last three years have seen new presidents named at Gallaudet University (I. King Jordan), Georgetown University (the Rev. Leo J. O'Donovan), George Washington University (Stephen Joel Trachtenberg), and Howard University (Franklyn G. Jenifer).

The new executives have received generally good reviews on their campuses, but race relations have prompted controversy at several institutions. The most widely publicized incident in 1991 erupted when a Georgetown law student published an article saying that affirmative action had led the law school to admit unqualified students.

The article, based on confidential admissions materials, angered many minority students. But university officials said that it was misleading, and that the university's affirmative-action policy had helped the institution.

DEMOGRAPHICS

Population: 606,900 (Rank: 48)

Age distribution:

Up to 17	19.3%
18 to 24	13.6%
25 to 44	35.7%
45 and older	31.4%

Racial and ethnic distribution:

American Indian	0.2%
Asian	1.8%
Black	65.8%
White	29.6%
Other and unknown	2.5%
Hispanic (may be any race)	5.4%

Educational attainment of adults:

At least 4 years of high school	67.1%
At least 1 to 3 years of college	41.5%
At least 4 years of college	27.5%

Per-capita personal income: $24,181

New high-school graduates in:

1991-92 (estimate)	3,976
2001-02 (estimate)	4,227

New GED diploma recipients: 650

High-school dropout rate: 41.8%

POLITICAL LEADERSHIP

Mayor: Sharon Pratt Dixon (D), term ends 1994

Mayor's higher-education adviser:
Janette Hoston Harris, District Building, Room 212, Washington 20004; (202) 727-0248

U.S. Senators: None

U.S. Representative:
Delegate Eleanor Holmes Norton (D); non-voting

Legislature: n/a

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	2
Public 2-year institutions	0
Private 4-year institutions	15
Private 2-year institutions	0
Total	17

Vocational institutions: 31

Statewide coordinating board:
Office of Postsecondary Education Research and Assistance
2100 Martin Luther King Avenue, S.E.
Suite 401
Washington 20020
(202) 727-3685
Sheila Drews, acting chief

Private-college association:
Consortium of Universities of the Washington Metropolitan Area
1717 Massachusetts Avenue, N.W.
Suite 101
Washington 20036
(202) 265-1313
Monte P. Shepler, president

Institution censured by the AAUP:
Catholic University of America

Institutions under NCAA sanctions:
None

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	1,168
Associate professor	1,006
Assistant professor	926
Instructor	186
Lecturer	77
No rank	20
Total	3,383

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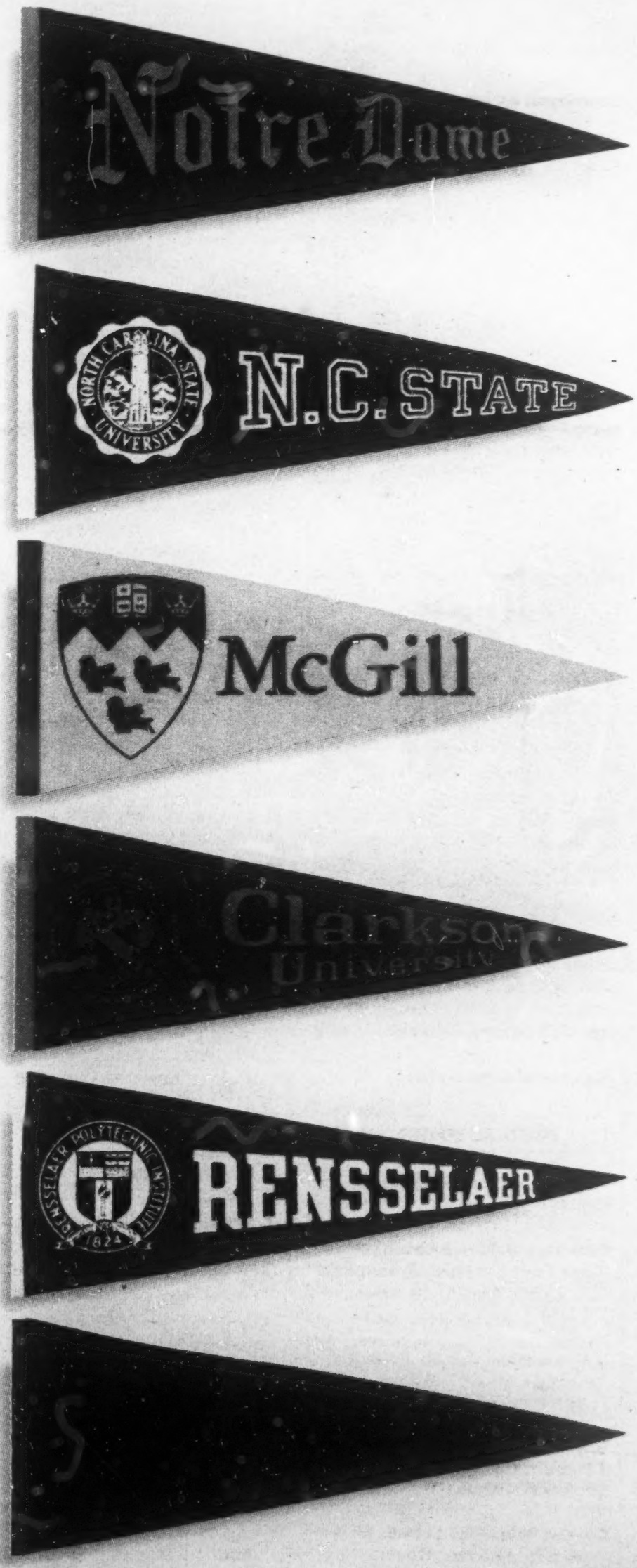

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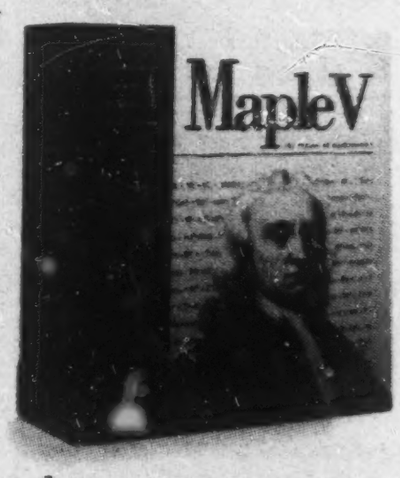

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District of Columbia
CONTINUED

Average pay of full-time professors:
At public 4-year institutions . $42,195
At public 2-year institutions ..... n/a
At private 4-year institutions $45,186
At private 2-year institutions .... n/a
At all institutions $44,708
Men (all institutions) $47,773
Women (all institutions) $38,225

STUDENTS

Enrollment:
Total 79,800
At public 4-year institutions .. 12,439
At public 2-year institutions 0
At private 4-year institutions . 67,361
At private 2-year institutions 0
Undergraduate 49,611
First-time freshmen 9,030
Graduate 21,994
Professional 8,195
American Indian 134
Asian 2,494
Black 23,926
Hispanic 2,114
White 41,348
Foreign 9,073

Enrollment highlights:
Women 53.8%
Full-time 62.8%
Minority 40.9%
Foreign 11.5%
10-year change in total enrollment ..... Down 9.2%

Proportion of enrollment made up of minority students:
At public 4-year institutions .. 94.6%
At public 2-year institutions ..... n/a
At private 4-year institutions . 30.8%
At private 2-year institutions .... n/a

Degrees awarded:
Associate 407
Bachelor's 7,482
Master's 5,123
Doctorate 503
Professional 2,467

Residence of new students: Residents made up 18% of all freshmen enrolled in the District of Columbia; 50% of all District of Columbia residents who were freshmen attended college in the District.

Test scores: Students averaged 840 on the S.A.T., which was taken by 71% of the District of Columbia's high-school seniors.

MONEY

Average tuition and fees:
At public 4-year institutions ... $664
At public 2-year institutions ..... n/a
At private 4-year institutions . $9,489
At private 2-year institutions .... n/a

Expenditures:
Public institutions $88,462,000
Private institutions .. $1,307,377,000

State funds for higher-education operating expenses: n/a
Two-year change: n/a

State spending on student aid:
Need-based: $974,000; 329 awards
Non–need-based: None
Other: None

Salary of chief executive of largest public 4-year campus:
Tilden J. LeMelle, University of the District of Columbia: $90,700 (1991-92)

Total spending on research and development by doctorate-granting universities: $114,297,000

Sources:
Federal government 74.0%
Local government 0.4%
Industry 6.5%
The institution itself 14.2%
Other 4.9%

Federal spending on education and student aid (selected programs):
Vocational and adult education $6,422,000
GI Bill $666,000
Pell Grants $11,367,000

Total federal spending on college- and university-based research and development: $72,668,000

Selected programs:
Department of Health and Human Services . $43,850,000
National Science Foundation $4,612,000
Department of Defense . $12,928,000
Department of Agriculture $921,000
Department of Energy ... $1,112,000

Largest endowment:
George Washington University $296,677,000

Top fund raisers:
Georgetown University . $28,555,000
George Washington University $15,549,000
American University $6,575,000

MISCELLANY

★ At Georgetown University, a Center of Excellence for German and European Studies has been established through the initiative of German Chancellor Helmut Kohl. Georgetown is one of three U. S. institutions that will establish such centers.

★ Two undergraduates taught a course at George Washington University last spring called "Confrontation and the Development of the Individual Mind." The students said they were frustrated because they rarely were encouraged to discuss their views in class. They wanted to replace lectures and exams with discussions and "free expression" projects.

★ As a result of the recession, more alumni are using the job-placement office at George Washington University. Forty per cent of the people using the placement office this year are alumni, up from 25 per cent two years ago.

★ An American University faculty member became immersed in the national debate over "political correctness" when, in the women's rest room during an academic conference, she was told by another conferee that her pale-pink nail polish was politically incorrect.

★ In the spring of 1991, two George Washington professors with opposing views on abortion taught a course that examined the debate.

★ The oldest institution of higher education in the District of Columbia is Georgetown University, a Roman Catholic institution founded in 1789. First called Georgetown College, it became a university in 1815 when it received the first university charter granted by the federal government. Georgetown's colors are blue and gray, representing the reunification of the North and South after the Civil War.

Florida

FLORIDA'S GROWTH shows little sign of slowing, and the tax structure is still inadequate to meet the ever-expanding cost of public services. Public colleges and universities are being forced to accommodate thousands of additional students with budgets that are actually smaller than in years past.

Nonetheless, university leaders found a lot to celebrate in the past year.

The major source of their happiness is a new law that gives the Board of Regents, the governing board for the university system, greater freedom to raise tuition and spend money. In return for the new authority, the institutions must report annually on such indicators as their graduation rates, the availability of class sections, and how well students perform on professional licensing examinations and graduate-school admission tests.

The law is especially significant because Florida legislators have a strong tradition of getting involved in education issues and of using the budget to influence—some would say interfere with—education policies.

Under the new law, legislators will have little opportunity to use the budget as leverage, although many legislators maintain an interest in higher education because they are employed at public or private colleges. (Such relationships have raised questions about conflicts of interest.)

Although some still question whether Florida provides enough money to support its nine existing public universities, the Legislature and Gov. Lawton Chiles, a Democrat who is in his first term, have approved the development of a 10th university. The new institution will be somewhere in southwest Florida, a region that has seen explosive population growth but has no public university of its own. This is the first expansion of the state university system since the early 1960's, when Florida opened five new institutions—in its central, southern, and Panhandle regions.

The University of Florida and Florida State University drew national attention with an aggressive—and successful—bid to attract the National High Field Magnetic Laboratory to north Florida. The institutions beat out the Massachusetts Institute of Technology, the site of an existing national magnet laboratory, in winning the competition. The magnet lab will be housed at Florida State in Tallahassee.

Even when the new university opens at the end of the decade, officials in Florida say the enrollment pressures will require that admissions standards for the state university system continue to rise. For a growing number of Floridians, that means that the first entry point into higher education will be through one of the state's 28 community colleges, already strained by their own surge in enrollments.

The community colleges, governed by their own boards of trustees under auspices of the state Board of Community Colleges, have also borne the brunt of remedial-education costs as a result of the state's controversial college-competency test, instituted in 1989. All students must pass the test before they receive an associate degree or are permitted to enroll in junior- or senior-level courses.

Community-college leaders argued against the imposition of higher passing grades, contending that the test is flawed and a disproportionate number of black and Hispanic students fail it. Although the state has given community colleges additional money to help their students prepare for the state test, college officials say it is not enough.

Money battles have also affected the state's private colleges, several of which receive state funds to provide programs that public institutions do not. The University of Miami and the Florida Institute of Technology are among those that work under such academic contracts.

Florida is home to four historically black institutions. One of them, Florida A&M University, is a land-grant institution known for its business school.

Following the state's college athletic teams is a popular pastime in Florida, but the sports news often centers on the latest violation of recruiting rules in major sports like basketball and football.

More serious matters also drew Florida into the headlines in the past year, first with the unsolved murders of five college students in Gainesville at the start of the 1990-91 academic year, and again in June when two University of Florida students were strangled in their apartments, apparently by a man who had cleaned their carpet. The first murders prompted about 100 students to withdraw and the university to start escort services and other safety programs.

Although most higher-education policies are set by the Board of Regents and the community-college trustees, the Governor and elected Cabinet are the chief education policy makers in the state. As the state coordinating board, the Postsecondary Education Planning Commission conducts many studies on education, but has little actual influence.

DEMOGRAPHICS

Population: 12,937,926 (Rank: 4)

Age distribution:
Up to 17 ..... 22.2%
18 to 24 ..... 9.4%
25 to 44 ..... 30.4%
45 and older 38.0%

Racial and ethnic distribution:
American Indian 0.3%
Asian 1.2%
Black 13.6%
White 83.1%
Other and unknown 1.8%
Hispanic (may be any race) .. 12.2%

Educational attainment of adults:
At least 4 years of high school 66.7%
At least 1 to 3 years of college 31.6%
At least 4 years of college 14.9%

Per-capita personal income: $18,586

New high-school graduates in:
1991-92 (estimate) 96,709
2001-02 (estimate) 139,321

New GED diploma recipients: 32,734

High-school dropout rate: 42.0%

POLITICAL LEADERSHIP

Governor: Lawton Chiles (D), term ends 1995

Governor's higher-education adviser: Barbara Cohen, The Capitol, Room 209, Tallahassee 32399; (904) 922-4642

U.S. Senators: Bob Graham (D), term ends 1993; Connie Mack (R), term ends 1995

U.S. Representatives:
9 Democrats, 10 Republicans
Jim Bacchus (D), Charles E. Bennett (D), Michael Bilirakis (R), Dante B. Fascell (D), Sam Gibbons (D), Porter J. Goss (R), Earl Hutto (D), Andy Ireland (R), Craig T. James (R), Harry Johnston (D), William Lehman (D), Tom Lewis (R), Bill McCollum (R), Douglas "Pete" Peterson (D), Ileana Ros-Lehtinen (R), E. Clay Shaw, Jr. (R), Lawrence J. Smith (D), Cliff Stearns (R), C.W. Bill Young (R)

Legislature: Senate, 23 Democrats, 17 Republicans; House, 74 Democrats, 46 Republicans

COLLEGES AND UNIVERSITIES

Higher education:
Public 4-year institutions 10
Public 2-year institutions 28
Private 4-year institutions 43
Private 2-year institutions 14
Total 95

Vocational institutions: 320

Statewide coordinating board:
Postsecondary Education Planning Commission

Florida Education Center
Tallahassee 32399
(904) 488-7894
William Proctor, executive director

Private-college association:
Independent Colleges and Universities of Florida
5005 Central Avenue
St. Petersburg 33710
(813) 321-2258
George P. Russell, executive director

Institution censured by the AAUP:
Saint Leo College

Institutions under NCAA sanctions:
Florida A&M University, University of Florida

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	2,985
Associate professor	2,762
Assistant professor	2,316
Instructor	851
Lecturer	106
No rank	2,161
Total	11,181

Average pay of full-time professors:

At public 4-year institutions	$41,741
At public 2-year institutions	$34,100
At private 4-year institutions	$36,225
At private 2-year institutions	$22,834
At all institutions	$38,027
Men (all institutions)	$40,193
Women (all institutions)	$33,076

STUDENTS

Enrollment:

Total	573,712
At public 4-year institutions	168,576
At public 2-year institutions	312,293
At private 4-year institutions	87,818
At private 2-year institutions	5,025
Undergraduate	515,560
First-time freshmen	69,357
Graduate	50,718
Professional	7,434
American Indian	1,509
Asian	9,331
Black	48,396
Hispanic	54,513
White	386,687
Foreign	15,154

Enrollment highlights:

Women	54.8%
Full-time	46.8%
Minority	22.7%
Foreign	2.9%
10-year change in total enrollment	Up 45.2%

Proportion of enrollment made up of minority students:

At public 4-year institutions	20.2%
At public 2-year institutions	23.3%
At private 4-year institutions	24.6%
At private 2-year institutions	40.1%

Degrees awarded:

Associate	32,244
Bachelor's	34,244
Master's	10,563
Doctorate	1,201
Professional	2,051

Residence of new students: State residents made up 78% of all freshmen enrolled in Florida; 83% of all Florida residents who were freshmen attended college in their home state.

Test scores: Students averaged 882 on the S.A.T., which was taken by 48% of Florida's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	n/a
At public 2-year institutions	$729
At private 4-year institutions	$7,153
At private 2-year institutions	$5,519

Expenditures:

Public institutions	$1,782,180,000
Private institutions	$723,270,000

State funds for higher-education operating expenses: $1,632,302,000
Two-year change: Up 11%

State spending on student aid:
Need-based: $27,132,000; 25,116 awards
Non–need-based: $41,928,000; 26,767 awards
Other: None

Salary of chief executive of largest public 4-year campus:
John V. Lombardi, University of Florida: $190,000 (1991-92)

Total spending on research and development by doctorate-granting universities: $385,556,000

Sources:

Federal government	51.9%
State and local governments	6.7%
Industry	5.4%
The institution itself	29.3%
Other	6.8%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$53,810,000
GI Bill	$18,547,000
Pell Grants	$168,987,000

Total federal spending on college- and university-based research and development: $185,626,000

Selected programs:

Department of Health and Human Services	$81,003,000
National Science Foundation	$19,671,000
Department of Defense	$44,823,000
Department of Agriculture	$8,062,000
Department of Energy	$19,236,000

Largest endowment:

University of Florida Foundation	$218,559,000

Top fund raisers:

University of Miami	$65,891,000
University of Florida	$54,793,000
Florida State University	$31,626,000

MISCELLANY

★ The University of Miami's medical school has the highest percentage of minority students of any Southern medical school, excluding historically black institutions, the Southern Regional Education Board reports. At Miami, 22.8 per cent of the students are members of minority groups.

★ Florida Southern College has 12 buildings designed by Frank Lloyd Wright—the world's largest concentration of structures designed by him.

★ Gatorade, one of higher education's biggest money makers, was developed by a team of scientists at the University of Florida in 1965. The beverage has earned about $17-million for the university since 1972.

★ The oldest institution of higher education in the state is, depending on whom you ask, either Florida State University, founded in 1851 as Seminary West of the Suwannee, or the University of Florida, founded in 1853. The seminary underwent dramatic changes in 1857, when it became Florida State and held its first college-level classes.

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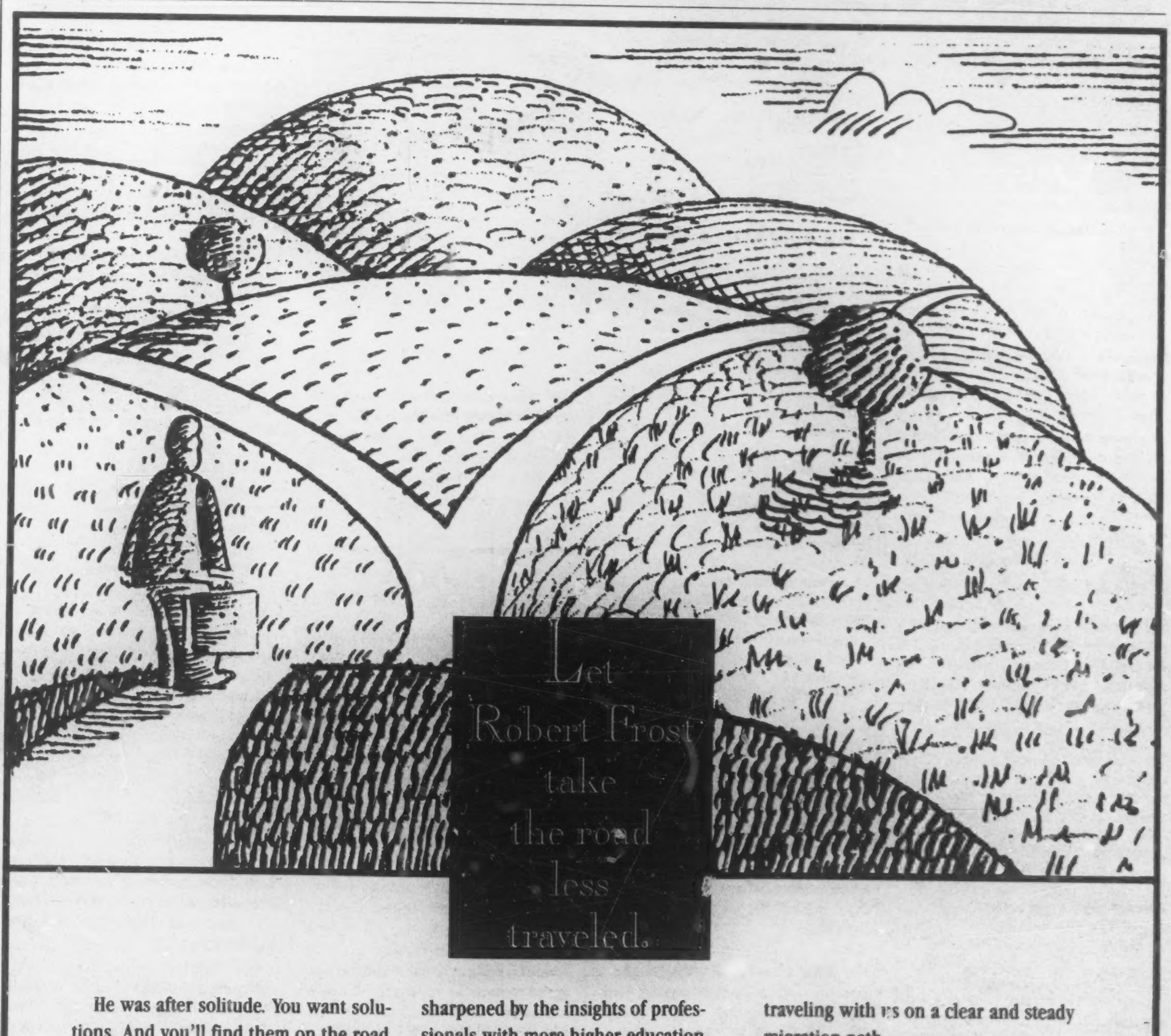

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Georgia

FOR A STATE that boasts that its university system is insulated from legislative maneuvering or gubernatorial whim because it is governed by a powerful Board of Regents, Georgia higher education seems never too far from politics.

The regents may set the budgets and approve the programs, but they are acutely sensitive to the wishes of the Governor and of legislators—who keep a tight hold on the purse strings.

The delicate relationship has been apparent in several recent developments, including the regents' decision in the late 1980's to upgrade Georgia Southern College into a university, as lawmakers had been urging. The General Assembly also controls where and when campus construction takes place.

The University System of Georgia encompasses a wide array of institutions, including four-year technical colleges, four-year comprehensive colleges, and junior colleges.

The state also has four public research institutions. And while universities like the Georgia Institute of Technology and the University of Georgia are attracting an increasing amount of federal and private research support—and prestige—higher-education leaders say the state's financing formulas do not provide enough money to cover the added expenses the institutions must incur.

Georgia has been less affected by the recession than other states, but it did impose budget cuts in the past year. Gov. Zell Miller's veto of a pay raise for all non-faculty employees so angered workers at the University of Georgia that they planned to protest his commencement address. The Democratic Governor canceled his appearance.

The lesser-known research university, Georgia State, hit a lull last year when its gregarious president, John Palms, left to become president of the University of South Carolina after just 18 months in Georgia. Nonetheless, the institution, in downtown Atlanta, will reap big benefits once dormitories and other facilities built for the 1996 Olympics are converted to university use.

Black colleges in Georgia present a picture of contrasts. While the state's three public black colleges have been struggling in recent years, some of the nation's best-known and wealthiest private black colleges are here, including Spelman and Morehouse Colleges in Atlanta.

Another prominent Atlanta private institution is Emory University, known for its research, for its medical school, and as the site of the Carter Presidential library.

Georgia also supports 15 junior colleges. While many say that is too many, no one suggests that some be closed because of the political fight such efforts would provoke.

A foray by lawmakers into the "war on drugs" has also affected public colleges. Georgia briefly had a law on the books in 1990 that would have required all new state employees, including those at public colleges, to be tested for illegal drug use. Faculty unions were among the groups that successfully challenged the law's constitutionality, and state officials decided in late 1990 not to pursue the policy.

DEMOGRAPHICS

Population: 6,478,216 (Rank: 11)

Age distribution:

Up to 17	26.7%
18 to 24	11.4%
25 to 44	33.8%
45 and older	28.1%

Racial and ethnic distribution:

American Indian	0.2%
Asian	1.2%
Black	27.0%
White	71.0%
Other and unknown	0.7%
Hispanic (may be any race)	1.7%

Educational attainment of adults:

At least 4 years of high school	56.4%
At least 1 to 3 years of college	27.9%
At least 4 years of college	14.6%

Per-capita personal income: $16,944

New high-school graduates in:

1991-92 (estimate)	63,625
2001-02 (estimate)	76,496

New GED diploma recipients: 13,174

High-school dropout rate: 39.0%

POLITICAL LEADERSHIP

Governor: Zell Miller (D), term ends 1995

Governor's higher-education adviser: Steve Wrigley, State Capitol, Room 201, Atlanta 30334; (404) 656-1731

U.S. Senators: Wyche Fowler, Jr. (D), term ends 1993; Sam Nunn (D), term ends 1997

U.S. Representatives:
9 Democrats, 1 Republican
Doug Barnard, Jr. (D), George (Buddy) Darden (D), Newt Gingrich (R), Charles Hatcher (D), Ed Jenkins (D), Ben Jones (D), John Lewis (D), Richard Ray (D), J. Roy Rowland (D), Lindsay Thomas (D)

General Assembly: Senate, 45 Democrats, 11 Republicans; House, 145 Democrats, 35 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	19
Public 2-year institutions	28
Private 4-year institutions	32
Private 2-year institutions	16
Total	95

Vocational institutions: 137

Statewide coordinating board:
Board of Regents
University System of Georgia
244 Washington Street, S.W.
Atlanta 30334
(404) 656-2203
H. Dean Propst, chancellor

Private-college association:
Association of Private Colleges and Universities in Georgia
945 East Paces Ferry Road
Resurgens Plaza, Suite 1730
Atlanta 30326
(404) 233-5434
William W. Kelly, executive director

Institutions censured by the AAUP:
None

Institutions under NCAA sanctions:
None

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	1,893
Associate professor	2,160
Assistant professor	2,384
Instructor	748
Lecturer	50
No rank	179
Total	7,414

Average pay of full-time professors:

At public 4-year institutions	$38,118
At public 2-year institutions	$30,925
At private 4-year institutions	$35,198
At private 2-year institutions	$23,326
At all institutions	$36,261
Men (all institutions)	$38,976
Women (all institutions)	$31,081

STUDENTS

Enrollment:

Total	239,208
At public 4-year institutions	136,239
At public 2-year institutions	50,537
At private 4-year institutions	42,284
At private 2-year institutions	10,148
Undergraduate	202,793
First-time freshmen	50,914
Graduate	28,288
Professional	8,127
American Indian	428
Asian	3,237
Black	43,029
Hispanic	2,336
White	176,235
Foreign	5,497

Enrollment highlights:

Women	54.0%
Full-time	66.3%
Minority	21.8%
Foreign	2.4%
10-year change in total enrollment	Up 34.4%

Proportion of enrollment made up of minority students:

At public 4-year institutions	17.2%
At public 2-year institutions	20.7%
At private 4-year institutions	33.5%
At private 2-year institutions	36.6%

Degrees awarded:

Associate	7,126
Bachelor's	19,883
Master's	6,099
Doctorate	800
Professional	1,846

Residence of new students: State residents made up 80% of all freshmen enrolled in Georgia; 83% of all Georgia residents who were freshmen attended college in their home state.

Test scores: Students averaged 844 on the S.A.T., which was taken by 62% of Georgia's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$1,631
At public 2-year institutions	$852
At private 4-year institutions	$7,076
At private 2-year institutions	$3,194

Expenditures:

Public institutions	$1,255,964,000
Private institutions	$696,734,000

State funds for higher-education operating expenses: $961,283,000
Two-year change: Up 18%

State spending on student aid:
Need-based: $5,174,000; 14,141 awards
Non–need-based: $16,316,000; 17,298 awards
Other: $1,568,000

Salary of chief executive of largest public 4-year campus:
Charles B. Knapp, University of Georgia: $132,000 from state plus $16,000 from private sources (1991-92)

Total spending on research and development by doctorate-granting universities: $417,287,000

Sources:

Federal government	49.0%
State and local governments	9.6%
Industry	8.5%
The institution itself	30.0%
Other	2.9%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$35,754,000
GI Bill	$11,603,000
Pell Grants	$80,340,000

Total federal spending on college- and university-based research and development: $165,293,000

Selected programs:

Department of Health and Human Services	$73,544,000
National Science Foundation	$12,922,000
Department of Defense	$48,483,000
Department of Agriculture	$9,444,000
Department of Energy	$11,184,000

Largest endowment:

Emory University	$1,153,875,000

Top fund raisers:

Emory University	$38,789,000
Georgia Institute of Technology	$28,531,000
University of Georgia	$28,151,000

MISCELLANY

★ Oglethorpe University is the home of the International Time Capsule Society, which maintains a registry of time capsules and studies them.

★ The University of Georgia library holds nearly 60,000 pieces of material about Margaret Mitchell, the author of *Gone With the Wind*.

★ Just a mile from the campus of Valdosta State College lies a wealth of artifacts waiting to be uncovered—beneath the rubble of a turn-of-the-century dump. Every year, archaeology students from Valdosta use the dump as a site for their digs. They have unearthed cooking utensils, inkwells, and parts of porcelain dolls.

★ The oldest institution of higher education in the state is the University of Georgia, founded in 1785.

Hawaii

ON JULY 11 the University of Hawaii and its Institute for Astronomy were the envy of astronomers around the world.

The university operates four telescopes at the Mauna Kea Observatories, the world's largest and most powerful concentration of astronomical telescopes and instruments. On that day, the path of a total solar eclipse passed directly over the observatories, providing scientists a once-in-a-lifetime opportunity to obtain calibration measurements for future research.

The research on the eclipse is only one example of how higher education in Hawaii takes advantage of its location. In June the University of Hawaii, a leader in Pacific Rim studies, announced a joint project with the University of Miami to sponsor environmental, oceanographic, and geologic research in the Southern Hemisphere. Initially, the work will focus on South America.

The university has strong ties with Asian nations on the Pacific Rim, and its location has helped it attract students and scholars from many Asian countries, adding to the islands' rich ethnic mix. But the isolation of the 1,500-mile archipelago can also be a burden.

The University of Hawaii System is governed by a single Board of Regents and includes six community colleges. The system is called upon to satisfy a wide variety of educational demands for the many students who cannot travel to the mainland for higher education.

Occasionally, the system's attempts to balance community demands for a full range of educational services at each of the university's three main campuses conflict with the Legislature's calls for savings by reducing duplicative programs.

There also has been increased concern about the underrepresentation of Native Hawaiians and Filipinos at the University of Hawaii at Manoa. Manoa, the system's flagship campus, has developed several programs to increase their representation, including a community-college transfer project and recruitment campaigns to attract and support them.

Gov. John D. Waihee, III, a Democrat who was re-elected in November 1990 to a second term, has been a strong supporter of the university's science programs and its efforts to recruit more minority and disadvantaged students.

DEMOGRAPHICS

Population: 1,108,229 (Rank: 41)

Age distribution:

Up to 17	25.3%
18 to 24	10.9%

25 to 44 ..... 34.2%
45 and older 29.6%

Racial and ethnic distribution:
American Indian 0.5%
Asian 61.8%
Black 2.5%
White 33.4%
Other and unknown 1.9%
Hispanic (may be any race) ... 7.3%

Educational attainment of adults:
At least 4 years of high school 73.8%
At least 1 to 3 years of college 38.8%
At least 4 years of college 20.3%

Per-capita personal income: $20,254

New high-school graduates in:
1991-92 (estimate) 11,686
2001-02 (estimate) 12,853

New GED diploma recipients: 1,318

High-school dropout rate: 30.9%

POLITICAL LEADERSHIP

Governor: John D. Waihee, III (D), term ends 1994

Governor's higher-education adviser: Charles Toguchi, Department of Education, 1390 Miller Street, Honolulu 96813; (808) 568-3309

U.S. Senators: Daniel K. Akaka (D), term ends 1995; Daniel K. Inouye (D), term ends 1993

U.S. Representatives:
2 Democrats, 0 Republicans
Neil Abercrombie (D), Patsy T. Mink (D)

Legislature: Senate, 22 Democrats, 3 Republicans; House, 45 Democrats, 6 Republicans

COLLEGES AND UNIVERSITIES

Higher education:
Public 4-year institutions 3
Public 2-year institutions 6
Private 4-year institutions 5
Private 2-year institutions 0
Total 14

Vocational institutions: 35

Statewide coordinating board:
University of Hawaii Board of Regents
Bachman Hall, Room 209
2444 Dole Street
Honolulu 96822
(808) 956-8213
Albert J. Simone, president

Private-college association:
None

Institutions censured by the AAUP:
None

Institutions under NCAA sanctions:
None

FACULTY MEMBERS

Full-time faculty members by rank:
Professor 368
Associate professor 309
Assistant professor 305
Instructor 64
Lecturer 0
No rank 558
Total 1,604

Average pay of full-time professors:
At public 4-year institutions . $43,535
At public 2-year institutions . $35,317
At private 4-year institutions $25,466
At private 2-year institutions .... n/a
At all institutions $39,917
Men (all institutions) $42,346
Women (all institutions) $35,156

STUDENTS

Enrollment:
Total 54,188
At public 4-year institutions .. 23,111
At public 2-year institutions .. 20,533
At private 4-year institutions . 10,544
At private 2-year institutions 0
Undergraduate 47,361
First-time freshmen 8,675
Graduate 6,389
Professional 438
American Indian 194
Asian 31,008
Black 957
Hispanic 844
White 15,700
Foreign 3,594

Enrollment highlights:
Women 53.8%
Full-time 56.8%
Minority 67.8%
Foreign 6.9%
10-year change in total enrollment ..... Up 14.8%

Proportion of enrollment made up of minority students:
At public 4-year institutions .. 70.9%
At public 2-year institutions .. 74.3%
At private 4-year institutions . 42.7%
At private 2-year institutions .... n/a

Degrees awarded:
Associate 2,120
Bachelor's 3,628
Master's 1,017
Doctorate 172
Professional 119

Residence of new students: State residents made up 88% of all freshmen enrolled in Hawaii; 77% of all Hawaii residents who were freshmen attended college in their home state.

Test scores: Students averaged 883 on the S.A.T., which was taken by 55% of Hawaii's high-school seniors.

MONEY

Average tuition and fees:
At public 4-year institutions .. $1,293
At public 2-year institutions ... $410
At private 4-year institutions . $4,008
At private 2-year institutions .... n/a

Expenditures:
Public institutions $312,248,000
Private institutions $20,964,000

State funds for higher-education operating expenses: $297,625,000
Two-year change: Up 11%

State spending on student aid:
Need-based: $611,000; 700 awards
Non-need-based: None
Other: None

Salary of chief executive of largest public 4-year campus:
Albert J. Simone, University of Hawaii at Manoa: $95,000 (1991-92)

Total spending on research and development by doctorate-granting universities: $70,733,000
Sources:
Federal government 57.4%
State and local governments .. 35.0%
Industry 1.1%
The institution itself 5.2%
Other 1.3%

Federal spending on education and student aid (selected programs):
Vocational and adult education $6,479,000
GI Bill $2,062,000
Pell Grants $6,930,000

Total federal spending on college- and university-based research and development: $39,651,000

Continued on Page 54

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CHE

Hawaii
CONTINUED

Selected programs:
Department of Health and Human Services .. $7,572,000
National Science Foundation $9,881,000
Department of Defense .. $2,140,000
Department of Agriculture $3,666,000
Department of Energy ... $1,712,000

Largest endowment:
University of Hawaii ... $55,216,000

Top fund raisers:
University of Hawaii $9,734,000
Chaminade University of Honolulu $914,000

MISCELLANY

★ The East-West Center, adjacent to the University of Hawaii's Manoa campus, was established by Congress in 1960 "to promote better relations and understanding between the United States and the nations of Asia and the Pacific through cooperative study, training, and research."

★ The Polynesian Cultural Center in Oahu, a showcase for the traditional arts and crafts and songs and dances of the Pacific region, was started by the Church of Jesus Christ of Latter-day Saints to preserve the cultural heritage of Polynesia and to provide jobs for students from Brigham Young University's Hawaii campus.

★ The world's largest and most powerful optical telescope, the 10-meter W. M. Keck Telescope, is expected to be completed by the end of 1991 on Mauna Kea. The California Institute of Technology and the University of California, which are constructing the telescope, have announced plans to build a second, identical instrument next to the Keck telescope.

★ The oldest institution of higher education in Hawaii is the University of Hawaii at Manoa, founded in 1907.

Idaho

IDAHO'S ECONOMY is gradually expanding beyond its traditional base of mining, timber, and agriculture, and higher education is beginning to see some benefits from new jobs in manufacturing, technology, and tourism.

But while state spending for higher education is on the upswing—Idaho ranked third nationwide in the rate of increase in state support from 1989 to 1991—public colleges and universities are still struggling to overcome the effects of slim budgets that prevailed in the early 1980's.

In particular, higher-education leaders say, campus facilities are badly in need of repair and maintenance, and the state lacks the resources to help pay for new buildings and laboratories. College officials say the state also lags in faculty salaries, and that has put Idaho at a disadvantage in attracting professors.

The Board of Regents is the coordinating and governing board for all colleges and universities. The same board also oversees the state's elementary and secondary schools. (It is known as the Board of Education when acting in that capacity.)

Gov. Cecil D. Andrus, a Democrat in his third term, has supported higher education, although he was among several politicians who took the regents to task in May for granting big pay raises to college presidents. Mr. Andrus was also instrumental in the state's decision to create a new $100,000 Minority and At-Risk Scholarship Program, which will provide up to $2,500 to qualified students.

A persistent issue is whether the state should shift some of its spending from the flagship University of Idaho, in Moscow, to some of the other four-year institutions. Pressure for new programs is particularly strong in Boise, the state's capital and population center. But Idaho's Board of Regents has held institutions firmly to their missions. Rather than let Boise State University expand from its specialties in the arts, business, and public affairs, the regents have pushed the other institutions with their own specialties to provide advanced programs in Boise. Now graduate engineering courses are available through the University of Idaho and graduate classes in health sciences are provided by Idaho State University. The regents are also overseeing a program that requires institutions to report on how well their students are being taught.

Idaho has two public community colleges. Some legislators had hoped to win their colleagues' support for developing new community colleges in 1991, but the effort failed. Instead, residents in the Idaho Falls region will vote in October on whether to tax themselves to create a new community college.

The state has few private colleges; most of them have religious affiliations.

DEMOGRAPHICS

Population: 1,006,749 (Rank: 42)

Age distribution:
Up to 17 ..... 30.6%
18 to 24 ..... 9.8%
25 to 44 ..... 30.0%
45 and older 29.6%

Racial and ethnic distribution:
American Indian 1.4%
Asian 0.9%
Black 0.3%
White 94.4%
Other and unknown 3.0%
Hispanic (may be any race) ... 5.3%

Educational attainment of adults:
At least 4 years of high school 73.7%
At least 1 to 3 years of college 37.2%
At least 4 years of college 15.8%

Per-capita personal income: $15,160

New high-school graduates in:
1991-92 (estimate) 11,825
2001-02 (estimate) 10,448

New GED diploma recipients: 790

High-school dropout rate: 24.6%

POLITICAL LEADERSHIP

Governor: Cecil D. Andrus (D), term ends 1995

Governor's higher-education adviser:
Alice Koskela, Statehouse, Boise 83720; (208) 334-2100

U.S. Senators: Larry E. Craig (R), term ends 1997; Steve Symms (R), term ends 1993

U.S. Representatives:
2 Democrats, 0 Republicans
Larry LaRocco (D), Richard H. Stallings (D)

Legislature: Senate, 21 Democrats, 21 Republicans; House, 28 Democrats, 56 Republicans

COLLEGES AND UNIVERSITIES

Higher education:
Public 4-year institutions 4
Public 2-year institutions 2
Private 4-year institutions 3
Private 2-year institutions 2
Total 11

Vocational institutions: 39

Statewide coordinating board:
Board of Regents
650 West State Street, Room 307
Boise 83720
(208) 334-2270
Rayburn Barton, executive director for higher education

Private-college association:
None

Institutions censured by the AAUP:
None

Institutions under NCAA sanctions:
None

FACULTY MEMBERS

Full-time faculty members by rank:
Professor 408
Associate professor 343
Assistant professor 317
Instructor 62
Lecturer 0
No rank 402
Total 1,532

Average pay of full-time professors:
At public 4-year institutions . $34,430
At public 2-year institutions . $29,090
At private 4-year institutions $26,893
At private 2-year institutions $24,436
At all institutions $32,118
Men (all institutions) $33,345
Women (all institutions) $29,102

STUDENTS

Enrollment:
Total 48,969
At public 4-year institutions .. 33,093
At public 2-year institutions ... 5,354
At private 4-year institutions .. 2,315
At private 2-year institutions .. 8,207
Undergraduate 42,489
First-time freshmen 10,360
Graduate 6,014
Professional 466
American Indian 373
Asian 541
Black 280
Hispanic 653
White 42,695
Foreign 1,175

Enrollment highlights:
Women 53.9%
Full-time 68.6%
Minority 4.1%
Foreign 2.6%
10-year change in total enrollment ..... Up 20.4%

Proportion of enrollment made up of minority students:
At public 4-year institutions ... 4.7%
At public 2-year institutions ... 3.5%
At private 4-year institutions .. 3.6%
At private 2-year institutions .. 2.7%

Degrees awarded:
Associate 2,589
Bachelor's 3,017
Master's 706
Doctorate 60
Professional 67

Residence of new students: State residents made up 59% of all freshmen enrolled in Idaho; 78% of all Idaho residents who were freshmen attended college in their home state.

Test scores: Students averaged 19.1 on the A.C.T., which was taken by 58% of Idaho's high-school seniors.

MONEY

Average tuition and fees:
At public 4-year institutions .. $1,119
At public 2-year institutions ... $779
At private 4-year institutions . $6,669
At private 2-year institutions . $1,400

Expenditures:
Public institutions $238,438,000
Private institutions $49,768,000

State funds for higher-education operating expenses: $183,997,000
Two-year change: Up 27%

State spending on student aid:
Need-based: $485,000; 800 awards
Non–need-based: $245,000; 98 awards
Other: None

Salary of chief executive of largest public 4-year campus:
John H. Keiser, Boise State University: $100,776 (1991-92)

Total spending on research and development by doctorate-granting universities: $33,191,000

Sources:
Federal government 37.9%
State and local governments .. 24.4%
Industry 12.7%
The institution itself 24.5%
Other 0.4%

Federal spending on education and student aid (selected programs):
Vocational and adult education $6,476,000
GI Bill $2,065,000
Pell Grants $21,839,000

Total federal spending on college- and university-based research and development: $8,647,000

Selected programs:
Department of Health and Human Services $943,000
National Science Foundation $748,000
Department of Defense $239,000
Department of Agriculture $3,693,000
Department of Energy $735,000

Largest endowment:
University of Idaho $36,326,000

Top fund raisers:
College of Idaho $3,583,000
Boise State University ... $2,192,000

MISCELLANY

★ A wedding turned into a campus social event when more than 1,000 guests and onlookers flocked to the University of Idaho's new arboretum to attend President Elisabeth A. Zinser's wedding to Don Mackin, a businessman and former Idaho State Senator.

★ Boise State University, located near a canyon that contains one of the country's largest populations of birds of prey, offers a highly specialized master's-degree program in raptor biology.

★ Idaho State University attracts thousands of rodeo fans every spring when it holds the Dodge National Circuit Finals Rodeo in its Minidome. The event—sponsored by the Professional Rodeo Circuit Association—draws rodeo performers from across the country.

★ The oldest institution of higher education in Idaho is Ricks College, a Mormon institution founded in 1888.

Illinois

UNCHARACTERISTIC UNITY characterized higher education in Illinois in 1991. Colleges and universities put aside their political and regional rivalries and lobbied the General Assembly to make permanent a two-year surcharge on the state income tax.

While the lobbying was successful—and vital to the institutions, which otherwise could have faced devastating budget cuts this academic year—it's unclear whether the effort marks a new era of cooperation.

Tradition and recent history, in fact, suggest otherwise. Public colleges are governed by five separate boards, and the five systems, along with several aggressive private colleges, compete for money and students.

The competition is especially fierce in the "collar counties"—the wealthy and growing suburbs that ring Chicago and are home to many high-technology companies and the Argonne and Fermi National Laboratories.

The state's Board of Higher Education is charged with refereeing many of those battles, but its powers, as a coordinating board, are limited. Occasionally its policies actually fuel the rivalries, as when the board agreed to let Northern Illinois University build a new classroom building 15 miles from Roosevelt University, a private institution, or when it agreed to subsidize the tuition of Peoria-area students attending Bradley University, a private institution, despite protests from public-college leaders.

What chafes many public institutions the most, however, is the political clout of the University of Illinois at Urbana-Champaign, one of the nation's leading research universities.

The City Colleges of Chicago system—eight community colleges that serve some of the neediest students in the country—is also enjoying political popularity with its efforts to cut spending and increase the number of students taking college-level, not remedial, courses.

As the tax surcharge shows, the General Assembly supports higher education. The new Governor, Republican Jim Edgar, campaigned on a promise to make the surcharge permanent.

Lawmakers also agreed in 1991 to spend the next year re-evaluating university governance—a move prompted in part by the controversy that arose in the selection of a new chancellor for the Chicago campus of the University of Illinois. Faculty members had complained that politicians were interfering in the search. But the legislature's interest may be more parochial: the desire to give the Chicago campus, and other branches of university systems, their own boards of trustees.

Student concerns about racism on the campuses also prompted lawmakers this year to require all colleges to include "human relations" study in their general-education curricula, but it was unclear at press time whether Governor Edgar would sign the legislation.

Private institutions in Illinois are diverse and politically active, and their activism reaps results. The state's generous student-aid program is open to private-college students, and the institutions receive direct state aid as well. The state is home to the University of Chicago and Northwestern University—two major research institutions—and small liberal-arts colleges like Rockford and Knox Colleges.

Chicago is a center for Catholic higher education, with such institutions as DePaul and Loyola Universities.

DEMOGRAPHICS

Population: 11,430,602 (Rank: 6)

Age distribution:

Up to 17	25.8%
18 to 24	10.6%
25 to 44	32.3%
45 and older	31.3%

Racial and ethnic distribution:

American Indian	0.2%
Asian	2.5%
Black	14.8%
White	78.3%
Other and unknown	4.2%
Hispanic (may be any race)	7.9%

Educational attainment of adults:

At least 4 years of high school	66.5%
At least 1 to 3 years of college	31.4%
At least 4 years of college	16.2%

Per-capita personal income: $20,303

New high-school graduates in:

1991-92 (estimate)	114,923
2001-02 (estimate)	113,634

New GED diploma recipients: 15,137

High-school dropout rate: 24.4%

POLITICAL LEADERSHIP

Governor: Jim Edgar (R), term ends 1995

Governor's higher-education adviser: Mary Ann Louderback, State House, Floor 2½, Springfield 62706; (217) 782-2654

U.S. Senators: Alan J. Dixon (D), term ends 1993; Paul Simon (D), term ends 1997

U.S. Representatives:
15 Democrats, 7 Republicans
Frank Annunzio (D), Terry L. Bruce (D), Cardiss Collins (D), Jerry F. Costello (D), John W. Cox, Jr. (D), Philip M. Crane (R), Richard J. Durbin (D), Lane Evans (D), Thomas W. Ewing (R), Harris W. Fawell (R), J. Dennis Hastert (R), Charles A. Hayes (D), Henry J. Hyde (R), William O. Lipinski (D), Robert H. Michel (R), John Edward Porter (R), Glenn Poshard (D), Dan Rostenkowski (D), Marty Russo (D), George E. Sangmeister (D), Gus Savage (D), Sidney R. Yates (D)

General Assembly: Senate, 31 Democrats, 28 Republicans; House, 72 Democrats, 46 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	12
Public 2-year institutions	47
Private 4-year institutions	91
Private 2-year institutions	16
Total	166

Vocational institutions: 359

Statewide coordinating board:
Board of Higher Education
500 Reisch Building
4 West Old Capitol Square
Springfield 62701
(217) 782-2551
Richard D. Wagner, executive director

Private-college association:
Federation of Independent Illinois Colleges and Universities
944 South 2nd Street
Springfield 62704
(217) 789-1400
Donald E. Fouts, president

Institution censured by the AAUP:
Illinois College of Optometry

Institution under NCAA sanctions:
University of Illinois at Urbana-Champaign

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	4,760

Continued on Following Page

FEATURE	NeXTstation™	Macintosh® IIci	SPARCstation™ ELC	IBM PS/2® Model 70/386(25mHz)
Educational Price of *Mathematica*® 2.0	FREE	$716	$995	$716
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Cut and Paste Sound, Text, and Graphics between Applications	YES	YES	NO	NO
Ability to Create Custom *Mathematica* Applications	YES	NO	NO	NO
True Multitasking	YES	NO	YES	NO
Suggested Retail Price	$4995 Includes 25 MHz NeXTstation, 8MB RAM, 105MB Hard Drive, 17" Monitor, Keyboard, and Mouse	$7197 Does Not Include *Mathematica* 2.0 8MB RAM, 80MB Hard Drive, 13" Monitor, Keyboard, and Mouse	$6295 Does Not Include *Mathematica* 2.0 8MB RAM, 200MB Hard Drive, 17" Monitor, Keyboard, and Mouse	$7655 Does Not Include *Mathematica* 2.0 4MB RAM, 80MB Hard Drive, 16" Monitor, and Keyboard

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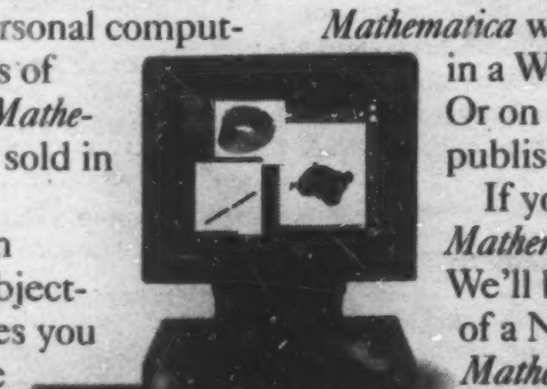

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Illinois
CONTINUED

Associate professor	3,639
Assistant professor	3,572
Instructor	712
Lecturer	302
No rank	4,649
Total	17,634

Average pay of full-time professors:

At public 4-year institutions	$41,181
At public 2-year institutions	$38,201
At private 4-year institutions	$41,728
At private 2-year institutions	$24,667
At all institutions	$40,546
Men (all institutions)	$43,212
Women (all institutions)	$34,117

STUDENTS

Enrollment:

Total	709,937
At public 4-year institutions	194,913
At public 2-year institutions	341,730
At private 4-year institutions	164,985
At private 2-year institutions	8,309
Undergraduate	607,274
First-time freshmen	125,519
Graduate	85,452
Professional	17,211
American Indian	1,972
Asian	27,798
Black	83,090
Hispanic	40,784
White	521,510
Foreign	13,820

Enrollment highlights:

Women	54.3%
Full-time	50.2%
Minority	22.8%
Foreign	2.0%
10-year change in total enrollment	Up 15.8%

Proportion of enrollment made up of minority students:

At public 4-year institutions	17.9%
At public 2-year institutions	27.0%
At private 4-year institutions	17.6%
At private 2-year institutions	53.4%

Degrees awarded:

Associate	23,141
Bachelor's	48,865
Master's	18,666
Doctorate	2,176
Professional	4,404

Residence of new students: State residents made up 92% of all freshmen enrolled in Illinois; 85% of all Illinois residents who were freshmen attended college in their home state.

Test scores: Students averaged 18.8 on the A.C.T., which was taken by 61% of Illinois's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$2,370
At public 2-year institutions	$871
At private 4-year institutions	$8,281
At private 2-year institutions	$5,505

Expenditures:

Public institutions	$2,571,409,000
Private institutions	$2,722,294,000

State funds for higher-education operating expenses: $1,722,530,000
Two-year change: Up 22%

State spending on student aid:
Need-based: $180,650,000; 112,000 awards
Non–need-based: $18,285,000; 20,842 awards
Other: $4,148,000

Sources and notes appear on Page 104

Salary of chief executive of largest public 4-year campus:
Morton W. Weir, University of Illinois at Urbana-Champaign: $133,600 (1990-91)

Total spending on research and development by doctorate-granting universities: $604,466,000

Sources:

Federal government	55.9%
State and local governments	5.9%
Industry	6.5%
The institution itself	24.9%
Other	6.8%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$54,620,000
GI Bill	$12,713,000
Pell Grants	$169,398,000

Total federal spending on college- and university-based research and development: $301,297,000

Selected programs:

Department of Health and Human Services	$151,226,000
National Science Foundation	$68,752,000
Department of Defense	$30,112,000
Department of Agriculture	$9,523,000
Department of Energy	$21,827,000

Largest endowment:
University of Chicago $1,074,505,000

Top fund raisers:

Northwestern University	$68,076,000
University of Chicago	$67,118,000
University of Illinois at Urbana-Champaign	$56,590,000

MISCELLANY

★ The University of Illinois College of Engineering has developed an international minor for its students. It requires two years of college-level work in a foreign language, as well as courses in culture, political science, or economics. Each student must spend at least eight weeks working abroad, assisted by a special travel fund the college is setting up.

★ Mundelein College, the only Catholic women's liberal-arts college in Illinois, merged in the summer of 1991 with Loyola University of Chicago. Under the merger agreement, Loyola's undergraduate college for part-time students will be called Mundelein College.

★ The University of Chicago will start celebrations of its 100th anniversary during the 1991-92 academic year. The university was founded by John D. Rockefeller, who called it "the best investment I ever made." It started classes on October 1, 1892.

★ The oldest higher-education institution in Illinois is McKendree College, which was founded in 1828 and is affiliated with the United Methodist Church.

Indiana

MORE THAN 93,000 Indiana students applied for state financial aid in 1991—an all-time high.

College and university officials point to the recession as one cause of the increase. But the rise in applications can also be attributed to a campaign by the State Student Assistance Commission to encourage students to apply for aid.

Increasing Indiana's low college-going rates has been a top priority for the aid commission, for legislators, and for Gov. Evan Bayh, a Democrat. In 1986, 27 per cent of Indiana residents between 18 and 24 were enrolled in postsecondary institutions. By 1990-91, state officials said the proportion had climbed to 35 per cent.

In northern Indiana in particular, where the economy has been dominated by automobile-related industries, residents traditionally have not needed a college degree to find well-paying jobs. But declines in the industry have changed that picture in recent years.

Institutions are designing recruitment programs for ninth-graders and are working with secondary-school systems to help students get any remedial help they may need.

In 1990, Governor Bayh signed a bill that established an early-intervention program in which participants are called 21st-Century Scholars.

To join the program, students must pledge that they will not use illegal drugs, engage in criminal activity, or drink alcohol. If they graduate from high school and apply for state and federal financial aid, the state makes up the difference between the aid they receive and the full tuition at a state university or at Indiana Vocational Technical College.

Because the state is also home to many private colleges, students who attend private institutions are eligible for the program. If a student decides to attend a private college or university in Indiana, the program will provide a grant equal to the average grant awarded to a student attending a public university in Indiana.

The Commission for Higher Education, the statewide coordinating board, is responsible for planning and reviewing budgets and academic programs. The seven public systems are governed by individual boards.

One of the nation's premier Roman Catholic institutions is in Indiana. The University of Notre Dame is influential around the state and throughout the nation. Several small liberal-arts institutions are also affiliated with religious organizations. Among them are Bethel, Earlham, Franklin, Goshen, and Saint Mary-of-the-Woods Colleges.

College sports—especially Notre Dame football and Indiana University basketball—are taken seriously in Indiana. Bob Knight, the IU basketball coach, is extremely popular, but some higher-education officials worry that his tremendous influence distorts the university's priorities.

DEMOGRAPHICS

Population: 5,544,159 (Rank: 14)

Age distribution:

Up to 17	26.3%
18 to 24	10.9%
25 to 44	31.3%
45 and older	31.5%

Racial and ethnic distribution:

American Indian	0.2%
Asian	0.7%
Black	7.8%
White	90.6%
Other and unknown	0.7%
Hispanic (may be any race)	1.8%

Educational attainment of adults:

At least 4 years of high school	66.4%
At least 1 to 3 years of college	24.6%
At least 4 years of college	12.5%

Per-capita personal income: $16,864

New high-school graduates in:

1991-92 (estimate)	61,219
2001-02 (estimate)	58,205

New GED diploma recipients: 10,581

High-school dropout rate: 23.7%

POLITICAL LEADERSHIP

Governor: Evan Bayh (D), term ends 1993

Governor's higher-education adviser:
Stan Jones, State House, Room 206, Indianapolis 46204; (317) 232-3723

U.S. Senators: Dan Coats (R), term ends 1993; Richard G. Lugar (R), term ends 1995

U.S. Representatives:
8 Democrats, 2 Republicans
Dan Burton (R), Lee H. Hamilton (D), Andrew Jacobs, Jr. (D), Jim Jontz (D), Jill L. Long (D), Frank McCloskey (D), John T. Myers (R), Tim Roemer (D), Philip R. Sharp (D), Peter J. Visclosky (D)

General Assembly: Senate, 24 Democrats, 26 Republicans; House, 52 Democrats, 48 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	14
Public 2-year institutions	14
Private 4-year institutions	41
Private 2-year institutions	9
Total	78

Vocational institutions: 135

Statewide coordinating board:
Commission for Higher Education
101 West Ohio Street, Suite 550
Indianapolis 46204
(317) 232-1900
Clyde Ingle, commissioner for higher education

Private-college association:
Independent Colleges and Universities of Indiana
200 South Meridian Street, Suite 220
Indianapolis 46225
(317) 635-2655
William Du Bois, Jr., president

Institution censured by the AAUP:
Concordia Theological Seminary

Institutions under NCAA sanctions:
None

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	2,655
Associate professor	2,347
Assistant professor	2,451
Instructor	495
Lecturer	253
No rank	675
Total	8,876

Average pay of full-time professors:

At public 4-year institutions	$39,556
At public 2-year institutions	$25,442
At private 4-year institutions	$37,668
At private 2-year institutions	$28,825
At all institutions	$37,442
Men (all institutions)	$40,632
Women (all institutions)	$29,947

STUDENTS

Enrollment:

Total	275,821
At public 4-year institutions	181,286
At public 2-year institutions	35,147
At private 4-year institutions	56,433
At private 2-year institutions	2,955
Undergraduate	239,557
First-time freshmen	54,891
Graduate	30,934
Professional	5,330
American Indian	604
Asian	3,329
Black	14,723
Hispanic	3,686
White	239,057
Foreign	6,503

Enrollment highlights:

Women	52.5%
Full-time	65.1%
Minority	8.5%
Foreign	2.4%
10-year change in total enrollment	Up 20.8%

Proportion of enrollment made up of minority students:

At public 4-year institutions	8.1%
At public 2-year institutions	10.4%
At private 4-year institutions	7.9%
At private 2-year institutions	21.2%

Degrees awarded:

Associate	8,902
Bachelor's	26,874
Master's	7,514
Doctorate	962
Professional	1,442

Residence of new students: State residents made up 75% of all freshmen enrolled in Indiana; 88% of all Indiana re-

idents who were freshmen attended college in their home state.

Test scores: Students averaged 865 on the S.A.T., which was taken by 57% of Indiana's high-school seniors.

MONEY

Average tuition and fees:
At public 4-year institutions .. $1,975
At public 2-year institutions .. $1,374

At private 4-year institutions . $8,267
At private 2-year institutions . $7,412

Expenditures:
Public institutions ... $1,602,203,000
Private institutions $530,163,000

State funds for higher-education operating expenses: $876,162,000

Two-year change: Up 16%

State spending on student aid:
Need-based: $46,488,000; 34,500 awards
Non–need-based: $966,000; 808 awards
Other: None

Salary of chief executive of largest public 4-year campus:
Steven C. Beering, Purdue University main campus: $165,000 (1991-92)

Total spending on research and development by doctorate-granting universities: $227,266,000

Sources:
Federal government 59.9%
State and local governments ... 8.3%
Industry 8.1%
The institution itself 19.2%
Other 4.5%

Federal spending on education and student aid (selected programs):
Vocational and adult education $31,138,000
GI Bill $6,222,000
Pell Grants $89,366,000

Total federal spending on college- and university-based research and development: $111,776,000

Selected programs:
Department of Health and Human Services . $52,3[illegible]000
National Science Foundation $24,699,000
Department of Defense . $11,657,000
Department of Agriculture $6,749,000
Department of Energy .. $10,925,000

Largest endowment:
University of Notre Dame $605,630,000

Top fund raisers:
Indiana University $79,119,000
University of Notre Dame $53,781,000
Hanover College $31,331,000

MISCELLANY

★ Muncie, known as "Middletown" to scholars of Middle America, may be the most famous sociological laboratory in the country. It was studied in depth by Robert and Helen Lynd in the 1920's and 1930's and again by a team of scholars in the 1980's.

★ Students at DePauw University racked up more than 150,000 hours of volunteer service in the 1990-91 academic year. That was almost three times the goal of 55,000 hours the students set at the beginning of the year and added up to about 65 hours of community service for each student at the university.

★ The oldest institution of higher education in Indiana is Vincennes University, a two-year college founded in 1801 as the Jefferson Academy and renamed in 1806.

Continued on Following Page

IT MAY COME AS A SURPRISE, BUT ONE OF THE MOST ACTIVE ORGANIZATIONS IN THE FIGHT AGAINST ALCOHOL ABUSE, DATE RAPE AND HAZING IS A FRATERNITY.

Delta Tau Delta is dedicated to dealing with many of the critical issues facing today's college students. Alcohol abuse, date rape and hazing simply cannot be tolerated.

As a result, we have instituted a comprehensive alcohol abuse education program among our 124 chapters.

We abhor date rape, believe in the worth of every individual, and have committed ourselves to the development of moral character.

We find hazing unthinkable, see no benefit whatsoever in the violation of an individual's physical well-being or personal dignity, and have taken steps to ensure that no Delt chapter engages in the practice.

Those may be strong words, especially when you consider that they come from a fraternity.

At Delta Tau Delta, however, those are words to which we are thoroughly committed, and to which we have dedicated ourselves and our efforts.

DELTA TAU DELTA

Delta Tau Delta Educational Foundation, 1989

Iowa

IOWANS PRIDE THEMSELVES on their support for education and the quality of their schools, colleges, and universities. But fulfilling their expectations is becoming increasingly difficult. Iowa was on the rebound from an economic slump that cut into state revenues in the mid-1980's—but then the recession struck.

The budget passed this year by the General Assembly would have given higher education a standstill budget for the 1991-92 year. But Gov. Terry E. Branstad, a Republican in his third term, warned lawmakers before they adjourned in May that state revenues were not meeting projections. He said he would slash millions from the appropriations if legislators did not provide enough to finance federally mandated social programs. On July 1, he announced across-the-board budget cuts of 3.25 per cent.

Higher education faces even bigger cuts if the Governor loses a court battle over his vetoes of allocations for pay increases for both union and non-union state employees. Losing the case could be financially devastating.

The executive director of the Board of Regents, which runs the three public universities, says a decision against the Governor could cost his system $49-million. Faculty members at the University of Northern Iowa are under a union contract, as are support staff and other non-faculty personnel throughout the system.

The state Board of Education governs the community colleges, which in Iowa are called "area colleges." In contrast to the difficulties facing the four-year institutions, the two-year institutions received an increase of 6 per cent, before the across-the-board cuts, to support enrollment growth. Even with the Governor's budget rescission, some two-year institutions saw a slight increase in their state allocation.

Lawmakers did not cut the Iowa Tuition Grant program, which provides need-based grants to students at private institutions. The state will enforce the deadline for applications strictly, however, and private-college officials fear that could leave many needy students without aid.

Despite his tough stance on the budget, Governor Branstad was generous to higher education when state revenues were more plentiful. He increased faculty salaries and expanded tuition-assistance programs. He also spearheaded the National Governors' Association study of education.

During his re-election campaign in 1990, he promised to increase schoolteachers' salaries significantly. Some higher-education officials are afraid that keeping that promise may limit the Governor's ability to increase state spending for higher education.

Although research on agriculture is well financed and a priority of lobbyists for state agricultural groups, higher education in Iowa belies many of the other stereotypes of farm states.

The Iowa Writers' Workshop, for example, is a nationally known program at the University of Iowa that competes with New York City as a mecca for aspiring authors. High-technology research is also prominent at that university and at Iowa State University.

Private higher education is important in Iowa. Coe, Cornell, and Grinnell Colleges are typical of the small private colleges throughout the state.

DEMOGRAPHICS

Population: 2,776,755 (Rank: 30)

Age distribution:

Up to 17	25.9%
18 to 24	10.2%
25 to 44	29.7%
45 and older	34.2%

Racial and ethnic distribution:

American Indian	0.3%
Asian	0.9%
Black	1.7%
White	96.6%
Other and unknown	0.5%
Hispanic (may be any race)	1.2%

Educational attainment of adults:

At least 4 years of high school	71.5%
At least 1 to 3 years of college	28.6%
At least 4 years of college	13.9%

Per-capita personal income: $17,249

New high-school graduates in:

1991-92 (estimate)	30,788
2001-02 (estimate)	30,865

New GED diploma recipients: 5,027

High-school dropout rate: 14.2%

POLITICAL LEADERSHIP

Governor: Terry E. Branstad (R), term ends 1995

Governor's higher-education adviser:
Phillip Dunshee, State House, Des Moines 50319; (515) 281-5211

U.S. Senators: Charles E. Grassley (R), term ends 1993; Tom Harkin (D), term ends 1997

U.S. Representatives:
2 Democrats, 4 Republicans
Fred Grandy (R), Jim Leach (R), Jim Lightfoot (R), David R. Nagle (D), Jim Nussle (R), Neal Smith (D)

General Assembly: Senate, 28 Democrats, 22 Republicans; House, 55 Democrats, 45 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	3
Public 2-year institutions	15
Private 4-year institutions	34
Private 2-year institutions	6
Total	58

Vocational institutions: 77

Statewide coordinating boards:
State Board of Regents
East 12th Street and Grand Avenue
Old State Historical Building
Des Moines 50319
(515) 281-3934
R. Wayne Richey, executive director

Board of Education
Division of Community Colleges
East 14th Street and Grand Avenue
Grimes State Office Building
Des Moines 50319
(515) 281-8260
Joann Horton, administrator

Private-college association:
Iowa Association of Independent Colleges and Universities

307 Equitable Building
604 Locust Street
Des Moines 50309
(515) 282-3175
John V. Hartung, president

Institution censured by the AAUP:
University of Osteopathic Medicine and Health Sciences

Institutions under NCAA sanctions:
None

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	1,558
Associate professor	1,109
Assistant professor	1,312
Instructor	553
Lecturer	6
No rank	569
Total	5,107

Average pay of full-time professors:

At public 4-year institutions	$45,619
At public 2-year institutions	$29,047
At private 4-year institutions	$32,499
At private 2-year institutions	$26,936
At all institutions	$38,028
Men (all institutions)	$40,818
Women (all institutions)	$31,388

STUDENTS

Enrollment:

Total	169,901
At public 4-year institutions	68,221
At public 2-year institutions	48,668
At private 4-year institutions	50,955
At private 2-year institutions	2,057
Undergraduate	142,936
First-time freshmen	37,583
Graduate	21,218
Professional	5,747
American Indian	457
Asian	2,056
Black	3,511
Hispanic	1,402
White	147,933
Foreign	5,815

Enrollment highlights:

Women	53.0%
Full-time	70.1%
Minority	4.8%
Foreign	3.6%
10-year change in total enrollment	Up 28.1%

Proportion of enrollment made up of minority students:

At public 4-year institutions	5.0%
At public 2-year institutions	4.6%
At private 4-year institutions	4.6%
At private 2-year institutions	5.4%

Degrees awarded:

Associate	8,145
Bachelor's	16,859
Master's	3,218
Doctorate	574
Professional	1,489

Residence of new students: State residents made up 83% of all freshmen enrolled in Iowa; 88% of all Iowa residents who were freshmen attended college in their home state.

Test scores: Students averaged 20.1 on the A.C.T., which was taken by 60% of Iowa's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$1,823
At public 2-year institutions	$1,225
At private 4-year institutions	$7,945
At private 2-year institutions	$6,423

Expenditures:

Public institutions	$1,092,542,000
Private institutions	$353,753,000

State funds for higher-education operating expenses: $576,924,000
Two-year change: Up 20%

State spending on student aid:
Need-based: $37,748,000; 22,442 awards
Non–need-based: $904,000; 1,308 awards
Other: $1,517,000

Salary of chief executive of largest public 4-year campus:
Hunter R. Rawlings III, University of Iowa: $164,000 (1991-92)

Total spending on research and development by doctorate-granting universities: $209,327,000

Sources:

Federal government	49.4%
State and local governments	11.9%
Industry	7.0%
The institution itself	29.0%
Other	2.7%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$15,100,000
GI Bill	$4,253,000
Pell Grants	$63,462,000

Total federal spending on college- and university-based research and development: $89,074,000

Selected programs:

Department of Health and Human Services	$60,513,000
National Science Foundation	$6,579,000
Department of Defense	$3,460,000
Department of Agriculture	$6,828,000
Department of Energy	$1,202,000

Largest endowment:

Grinnell College	$286,770,000

Top fund raisers:

University of Iowa	$32,251,000
Iowa State University	$21,046,000
Drake University	$10,214,000

MISCELLANY

★ Four Japanese manufacturers of facsimile machines have agreed to pay royalties to Iowa State University after the institution's research foundation notified some 30 manufacturers and distributors of the machines that it held the patent on an essential part of the devices. Foundation officials have not said how much the four companies agreed to pay.

★ Iowa State University is one of the institutions most astute at winning Congressional "earmarks" for specific research projects. In the 1991 fiscal year, the institution received $24-million in federal funds for 20 projects. The money came from six different federal agencies.

★ Grinnell College has established an academic program to prepare students for volunteer service in developing countries. The Peace Corps Preparatory Program is designed to enhance student involvement in the corps and other international programs after graduation. In addition to the courses, students participate in a variety of activities such as teaching English as a second language.

★ The Iowa Women's Archives will be established at the University of Iowa with proceeds of the sale of "Self-Portrait with Loose Hair," a painting by the Mexican artist Frida Kahlo. The painting's former owner, Louise R. Noun, gave the university $1.5-million from the sale.

★ The oldest higher-education institution in Iowa is Loras College, a Roman Catholic institution founded in 1839.

Kansas

KANSAS'S NEW GOVERNOR, Joan Finney, a Democrat, seems determined to keep her pledge not to increase taxes—even though many college officials would be happy to see her break it.

She vetoed a package of sales- and income-tax increases passed by legislators in 1991. Many in higher education fear that when those tax proposals died, so did the momentum the state was building in its drive to improve postsecondary education.

Kansas embarked on a three-year plan in 1987 to raise faculty salaries and improve facilities and the quality of instruction. The plan, "Margin of Excellence," had broad support. During her 1990 campaign, Ms. Finney pledged to support the effort.

But she has been unwilling to change her tax policies to find more money for the program. Furthermore, some lawmakers in 1991 began to question how the public institutions were spending the additional allocations they had already received.

As a result, the Board of Regents is now back where it was in the mid-1980's, when the colleges were complaining of inadequate funds after the state's farm economy went into decline.

Eliminating programs and duplication is a difficult task. The president of Kansas State University dropped a plan to cancel several programs in the College of Human Ecology and the College of Architecture and Design after protests by as many as 2,000 students and professors.

While the regents have raised the hopes of many in Kansas for a high-quality university system,

they have failed to meet their goal of setting admission standards for the state's public institutions. Legislators cite the state's strong populist traditions each time they reject proposals to end the policy of admitting all high-school graduates.

The Board of Regents serves as the coordinating board for all higher education in Kansas and as the governing board for the six state universities.

In 1991 the Legislature approved the merger of the Kansas College of Technology, a two-year technical institute, with Kansas State University. The college was renamed Kansas State University at Salina. Students will be able to complete two-year and four-year degree programs in engineering technology at the former technical institute.

The community colleges are governed by local boards under the supervision of the state's Board of Education.

DEMOGRAPHICS

Population: 2,477,574 (Rank: 32)

Age distribution:

Up to 17	26.7%
18 to 24	10.3%
25 to 44	31.3%
45 and older	31.7%

Racial and ethnic distribution:

American Indian	0.9%
Asian	1.3%
Black	5.8%
White	90.1%
Other and unknown	2.0%
Hispanic (may be any race)	3.8%

Educational attainment of adults:

At least 4 years of high school	73.3%
At least 1 to 3 years of college	34.2%
At least 4 years of college	17.0%

Per-capita personal income: $17,986

New high-school graduates in:

1991-92 (estimate)	25,671
2001-02 (estimate)	30,376

New GED diploma recipients: 5,489

High-school dropout rate: 19.8%

POLITICAL LEADERSHIP

Governor: Joan Finney (D), term ends 1995

Governor's higher-education adviser: Susan Seltsam, Governor's Office, 2nd Floor, Topeka 66612; (913) 296-4052

U.S. Senators: Bob Dole (R), term ends 1993; Nancy Landon Kassebaum (R), term ends 1997

U.S. Representatives:
2 Democrats, 3 Republicans
Dan Glickman (D), Jan Meyers (R), Dick Nichols (R), Pat Roberts (R), Jim Slattery (D)

Legislature: Senate, 18 Democrats, 22 Republicans; House, 63 Democrats, 62 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	8
Public 2-year institutions	21
Private 4-year institutions	22
Private 2-year institutions	3
Total	54

Vocational institutions: 76

Statewide coordinating board:
Kansas Board of Regents
Capitol Tower
400 S.W. 8th Street, Suite 609
Capitol Tower
Topeka 66603
(913) 296-3421
Stanley Z. Koplik, executive director

Private-college association:
Kansas Independent College Association
Capitol Federal Building, Room 515
Topeka 66603
(913) 235-9877
Robert N. Kelly, executive director

Institutions censured by the AAUP:
None

Institution under NCAA sanctions:
University of Kansas

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	1,263
Associate professor	1,027
Assistant professor	1,055
Instructor	264
Lecturer	16
No rank	1,104
Total	4,729

Average pay of full-time professors:

At public 4-year institutions	$39,129
At public 2-year institutions	$29,453
At private 4-year institutions	$24,238
At private 2-year institutions	$19,878
At all institutions	$34,629
Men (all institutions)	$37,057
Women (all institutions)	$28,814

STUDENTS

Enrollment:

Total	158,497
At public 4-year institutions	89,180
At public 2-year institutions	55,954
At private 4-year institutions	12,461
At private 2-year institutions	902
Undergraduate	137,164
First-time freshmen	26,915
Graduate	19,134
Professional	2,199
American Indian	1,826
Asian	2,089
Black	6,300
Hispanic	2,910
White	134,878
Foreign	4,844

Enrollment highlights:

Women	55.0%
Full-time	56.9%
Minority	8.9%
Foreign	3.2%
10-year change in total enrollment	Up 21.2%

Proportion of enrollment made up of minority students:

At public 4-year institutions	7.4%
At public 2-year institutions	10.1%
At private 4-year institutions	11.6%
At private 2-year institutions	31.9%

Degrees awarded:

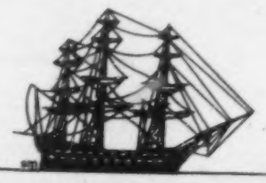
Associate	5,171
Bachelor's	12,189
Master's	3,132
Doctorate	379
Professional	590

Residence of new students: State residents made up 82% of all freshmen enrolled in Kansas; 90% of all Kansas residents who were freshmen attended college in their home state.

Test scores: Students averaged 19.1 on the A.C.T., which was taken by 66% of Kansas' high-school seniors.

Continued on Following Page

Sources and notes appear on Page 104



Some Plain Talk About 403(b) Retirement Plans

RESPONSIBILITY

Selecting a provider for your institution's 403(b) plan is a complex undertaking with far-reaching and long-lasting consequences. You bear a great responsibility to choose well. So when you select a company, or review your present providers, you will want to focus on the factors that really matter—the fundamental issues.

Employees Your first responsibility is to your institution's employees because it's their financial security which is at stake. Since participants make their own investment decisions, you must ensure that all—the experienced and the novice alike—are provided with adequate education about the fundamentals of long-term investing. Employees should also be given convenient and timely access to information and the ability to change their investment line-up easily and quickly when necessary.

Your responsibility doesn't end when employees' initial selections have been made. Adequate information must also be provided as they transition through an employment career and on into retirement. The company you select should always be there for them.

Performance. Of course, you want good performance. But in addition, your larger responsibility is to provide a broad, well-defined selection of investment options which provide dependable results over the long term. Your investment options—from conservative to aggressive—should be managed for specific objectives with each following a tightly prescribed and understandable investment strategy.

Partnership You strive for excellence in your own institution. You should expect no less a commitment from a partner. Your administrative partner should have a deep line-up of well-trained people who will be ready to serve your needs, not only in the basics of timeliness and accuracy, but in responding to special requests. Your institution is continually changing. Your partner should be flexible enough to grow and change with you.

For more information on Vanguard Funds and Retirement Plan Programs call us toll-free: **1-800-662-7447.**

We urge you to read a Fund's prospectus carefully before you invest or send money. It contains more complete information on advisory fees, distribution charges and other expenses.

THE Vanguard GROUP OF INVESTMENT COMPANIES

Kansas
CONTINUED

MONEY

Average tuition and fees:
At public 4-year institutions .. $1,467
At public 2-year institutions ... $711
At private 4-year institutions . $5,460
At private 2-year institutions . $3,962

Expenditures:
Public institutions $848,602,000
Private institutions $105,193,000

State funds for higher-education operating expenses: $458,895,000
Two-year change: Up 18%

State spending on student aid:
Need-based: $6,585,000, 4,492 awards
Non-need-based: $31,000; 78 awards
Other: $50,000

Salary of chief executive of largest public 4-year campus:
Gene A. Budig, University of Kansas: $135,000 (1991-92)

Total spending on research and development by doctorate-granting universities: $107,856,000
Sources:
Federal government 41.1%
State and local governments .. 22.4%
Industry 4.8%
The institution itself 28.0%
Other 3.7%

Federal spending on education and student aid (selected programs):
Vocational and adult education $11,877,000
GI Bill $4,504,000
Pell Grants $56,490,000

Total federal spending on college- and university-based research and development: $37,228,000
Selected programs:
Department of Health and Human Services . $16,941,000
National Science Foundation $4,617,000
Department of Defense .. $1,450,000
Department of Agriculture $7,385,000
Department of Energy ... $1,888,000

Largest endowment:
Kansas University Endowment Association $226,008,000

Top fund raisers:
University of Kansas ... $23,670,000
Kansas State University $13,177,000
Pittsburg State University $3,138,000

MISCELLANY

★ The One-Room Rural Schoolhouse on Emporia State University's campus is the temporary site of the National Teachers Hall of Fame. The permanent facility, which will also be at Emporia State, is scheduled to be completed in 1993. The first members of the hall of fame will be inducted in November.

★ Approximately 50,000 people each year travel to Fort Hays State University's Sternberg Memorial Museum, which houses the largest collection of vertebrates of any academic institution in the Great Plains.

★ The oldest higher-education institution in Kansas is Highland Community College, which was chartered in 1857. The oldest four-year university in the state is Baker University, a United Methodist institution, which received its charter just three days after Highland did.

Kentucky

KENTUCKY LAW gives the Governor ultimate control of the purse strings and a great deal of power over the rest of the state's political process, and under the stewardship of the present occupant, Wallace G. Wilkinson, that has been a mixed blessing for higher education.

Mr. Wilkinson, a Democrat who by law must leave office in December, has drawn national praise for his 1990 program to improve public-school teaching and make financing for school districts across the state more equitable.

For higher education, the plan and accompanying tax increase have meant more money for new buildings and general operations—and new attention. The General Assembly has asked all colleges in the state to work with the schools in developing new curricula and

management practices. Already, the University of Kentucky and Western Kentucky University have responded by creating institutes for school reform, and Murray State University has announced it will create special incentives to encourage faculty members to work in the public schools.

Private colleges in the state, which are mostly small, church-related institutions, have also been invited to assist the public schools.

Colleges have a lot at stake in the success of the school-reform plan. According to the latest available figures, only about 21 per cent of all 18- to 24-year-olds in Kentucky attended college in 1987—a figure among the lowest for Southern states and well below the national figure of 26.5 per cent.

Governor Wilkinson has also been a supporter of Kentucky Educational Television, and on the national scene he is championing the idea of using telecommunications for distance learning.

But back home in the Bluegrass State, the Governor's reputation has suffered from charges of political favoritism in his appointments to college governing boards. Many of those he has named have contributed to his political campaign (and to that of his wife, Martha, who was briefly a candidate in the spring 1991 Democratic gubernatorial primary). Mr. Wilkinson was also criticized for his overt efforts in getting his friend Charles T. Wethington, Jr., named to the UK presidency in the fall of 1990. Mr. Wethington was then chancellor of the community-college system, which consists of 14 colleges and is under the auspices of UK.

The Democratic nominee in the race to succeed Mr. Wilkinson, Lieut. Gov. Brereton Jones, has endorsed the idea of having appointees to the governing board screened by a nominating commission. A single board governs the University of Kentucky and its community-college system, and seven other public colleges are governed by their own boards.

Regional and racial politics are also a tradition in Kentucky higher education. Kentucky State University, the historically black institution, has long complained that it does not receive enough money from the state. Backers of the University of Louisville, in the state's major urban center, say their institution has the same problem.

The Kentucky Council on Higher Education is the statewide coordinating board.

DEMOGRAPHICS

Population: 3,685,296 (Rank: 23)

Age distribution:
Up to 17 ..... 25.9%
18 to 24 ..... 10.9%
25 to 44 ..... 31.5%
45 and older 31.7%

Racial and ethnic distribution:
American Indian 0.2%
Asian 0.5%
Black 7.1%
White 92.0%
Other and unknown 0.2%
Hispanic (may be any race) ... 0.6%

Educational attainment of adults:
At least 4 years of high school 53.1%
At least 1 to 3 years of college 21.8%
At least 4 years of college 11.1%

Per-capita personal income: $14,929

New high-school graduates in:
1990 (estimate) 36,692
2000 (estimate) 38,352

New GED diploma recipients: 11,822

High-school dropout rate: 31.0%

POLITICAL LEADERSHIP

Governor: Wallace G. Wilkinson (D), term ends 1991

Governor's higher-education adviser: Jack Foster, State Capitol Building, Room 105, Frankfort 40601; (502) 564-2611

U.S. Senators: Wendell H. Ford (D), term ends 1993; Mitch McConnell (R), term ends 1997

U.S. Representatives:
4 Democrats, 3 Republicans
Jim Bunning (R), Larry J. Hopkins (R), Carroll Hubbard, Jr. (D), Romano L. Mazzoli (D), William H. Natcher (D), Carl C. Perkins (D), Harold Rogers (R)

General Assembly: Senate, 27 Democrats, 11 Republicans; House, 68 Democrats, 32 Republicans

COLLEGES AND UNIVERSITIES

Higher education:
Public 4-year institutions 8
Public 2-year institutions 14
Private 4-year institutions 24
Private 2-year institutions 13
Total 59

Vocational institutions: 131

Statewide coordinating board:
Council on Higher Education
1050 U.S. 127 South, Suite 101
Frankfort 40601
(502) 564-3553
Gary S. Cox, executive director

Private-college association:
Council of Independent Kentucky Colleges and Universities
P.O. Box 668
Danville 40423
(606) 236-3533
John W. Frazer, executive director

Institution censured by the AAUP:
Murray State University

Institution under NCAA sanctions:
University of Kentucky

FACULTY MEMBERS

Full-time faculty members by rank:
Professor 1,504
Associate professor 1,455
Assistant professor 1,445
Instructor 531
Lecturer 50
No rank 45
Total 5,030

Average pay of full-time professors:
At public 4-year institutions . $35,739
At public 2-year institutions . $26,596
At private 4-year institutions $28,287
At private 2-year institutions $17,797
At all institutions $32,714
Men (all institutions) $35,052
Women (all institutions) $28,339

STUDENTS

Enrollment:
Total 166,014
At public 4-year institutions . 102,332
At public 2-year institutions .. 34,965
At private 4-year institutions . 22,261
At private 2-year institutions .. 6,456
Undergraduate 145,315
First-time freshmen 30,242
Graduate 17,307
Professional 3,392
American Indian 427
Asian 1,078
Black 9,296
Hispanic 683
White 146,703
Foreign 1,681

Enrollment highlights:
Women 57.6%
Full-time 63.9%
Minority 7.3%
Foreign 1.1%
10-year change in total enrollment ..... Up 22.8%

Proportion of enrollment made up of minority students:
At public 4-year institutions ... 7.5%
At public 2-year institutions ... 8.0%
At private 4-year institutions .. 4.0%
At private 2-year institutions . 11.4%

Degrees awarded:
Associate 4,938
Bachelor's 12,337
Master's 3,491
Doctorate 332
Professional 1,167

Residence of new students: State residents made up 88% of all freshmen enrolled in Kentucky; 90% of all Kentucky residents who were freshmen attended college in their home state.

Test scores: Students averaged 17.8 on the A.C.T., which was taken by 58% of Kentucky's high-school seniors.

MONEY

Average tuition and fees:
At public 4-year institutions .. $1,316
At public 2-year institutions ... $693
At private 4-year institutions . $4,689
At private 2-year institutions . $4,669

Expenditures:
Public institutions $898,718,000
Private institutions $194,873,000

State funds for higher-education operating expenses: $607,445,000
Two-year change: Up 17%

State spending on student aid:
Need-based: $19,393,000; 27,400 awards
Non–need-based: None
Other: None

Salary of chief executive of largest public 4-year campus:
Donald C. Swain, University of Louisville: $137,461 (1991-92)

Total spending on research and development by doctorate-granting universities: $83,998,000
Sources:
Federal government 39.2%
State and local governments ... 8.5%
Industry 8.9%
The institution itself 36.4%
Other 6.9%

Federal spending on education and student aid (selected programs):
Vocational and adult education $23,678,000
GI Bill $5,240,000
Pell Grants $71,405,000

Total federal spending on college- and university-based research and development: $31,965,000
Selected programs:
Department of Health and Human Services . $16,717,000
National Science Foundation $2,871,000
Department of Defense $970,000
Department of Agriculture $8,131,000
Department of Energy ... $1,946,000

Largest endowment:
Berea College $271,114,000

Top fund raisers:
University of Kentucky . $19,600,000
Berea College $14,645,000
University of Louisville . $10,433,000

MISCELLANY

★ Governor Wilkinson has ties to higher education that precede his

political career. As a young man he dropped out of the University of Kentucky to start a bookstore in Lexington. The company, now known as Wallace's College Book Company, is one of the nation's largest textbook publishers and operators of college bookstores.

★ Spalding University holds the "Running of the Rodents" each year in the week before the Kentucky Derby. Students painstakingly train eight rats to run around a miniature version of Churchill Downs.

★ Berea College, established in 1855 to serve needy students from Appalachia, charges no tuition but has a compulsory work program for each student to help offset the lack of tuition revenue.

★ Graduating seniors at the University of Kentucky dedicated a book-buying campaign to the Chinese students who died in Tiananmen Square in 1989. The campaign was also part of the students' graduation gift to the university. The students bought library books inscribed with the names of donors as part of the university's $55-million campaign to build a new collection on its Lexington campus.

★ The oldest higher-education institution in the state is Transylvania University, founded in 1780. Kentucky's 1857-58 legislature repealed the bill establishing Transylvania as a university, and it operated until 1865 as a high school. Since then it has been a liberal-arts college.

Louisiana

IN 1990 the Louisiana Board of Regents adopted a three-year plan to bring faculty salaries up to the regional average. Gov. Buddy Roemer, a Republican, and legislators applauded the proposal and gave faculty members their first substantial raise in years.

But if 1990 was a year for rejoicing, 1991 has made higher-education officials cringe.

First, the Legislature appeared ready to renege on the promised pay raise.

According to the chairman of the Louisiana Board of Regents, the 1990 appropriations bill spelled out a commitment to give faculty members three consecutive annual raises of 12 per cent. But lawmakers said they could afford to finance only a 5-per-cent increase this year.

Furthermore, 1991 is a gubernatorial election year. Several current and former lawmakers—including a former Ku Klux Klan leader, David Duke—are vying for the chance to be Louisiana's next chief executive. Others in the race include the man Governor Roemer ousted—Edwin W. Edwards, who was controversial for his flashy life style.

Neither Mr. Duke nor former Governor Edwards has discussed higher education during the campaign. Mr. Duke is best known for his staunch opposition to affirmative action. Mr. Edwards was a strong supporter of historically black colleges in his previous terms in office. He served as Governor from 1972 to 1980 and from 1984 to 1988.

This is not expected to be an easy race for Governor Roemer, who switched from the Democratic to the Republican party in 1991. He has seen several of his tax-reform proposals defeated by the voters. And his efforts to reorganize higher education have been repeatedly rejected by legislators.

The Governor has been thwarted in his attempts to deal with two long-standing problems: the segregation of Louisiana's public institutions and the debate about the structure of higher education.

In 1990 a federal judge threw out a court order directing the state to desegregate its colleges. The order, issued in 1989, mirrored a proposal supported by Governor Roemer. The order required the state to eliminate its coordinating board and its three boards for college and university systems. The boards would have been replaced with a single governing body. Both the Governor's plan and the court order were opposed by Southern University, the nation's only historically black university system.

Although the order was withdrawn, Governor Roemer has continued his fight in the Legislature for a single board. And Southern University has continued its campaign against the idea, arguing that the new board would ignore the interests of black students.

Another major higher-education issue in Louisiana is admission standards. The state's strong populist tradition has led most public institutions to operate on an open-admission basis that critics say has filled the campuses with people who are not prepared to do college-level work.

Louisiana State University adopted admission standards in 1988. Now, fewer students need remedial courses and more students are graduating. But the size of the freshman class is shrinking. The enrollment decline is cutting into the institution's budget and its board is trying to decide whether to lower the standards.

Although the vast majority of Louisiana's students attend public colleges, the state also has private institutions that exert considerable political influence. Tulane University has long been regarded as a leader, and Dillard and Xavier Universities are respected black institutions.

DEMOGRAPHICS

Population: 4,219,973 (Rank: 21)

Age distribution:

Up to 17	29.1%
18 to 24	11.0%
25 to 44	31.0%
45 and older	28.9%

Racial and ethnic distribution:

American Indian	0.4%
Asian	1.0%
Black	30.8%
White	67.3%
Other and unknown	0.5%
Hispanic (may be any race)	2.2%

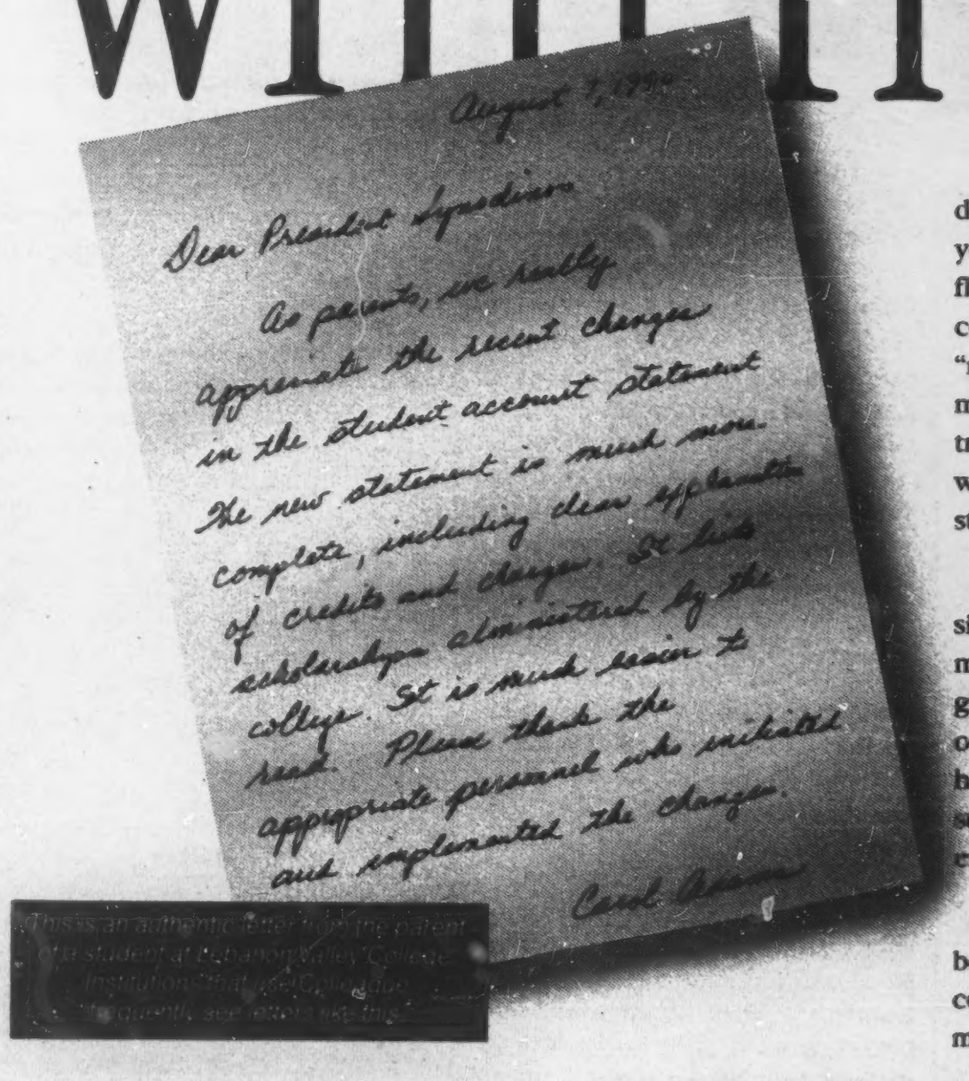
Educational attainment of adults:

At least 4 years of high school	57.7%
At least 1 to 3 years of college	26.7%
At least 4 years of college	13.9%

Per-capita personal income: $14,391

Continued on Following Page

THE BRILLIANCE OF STARTING WITH THE BEST


August 7, 199-
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scholarships administered by the
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COLLEAGUE

Louisiana
CONTINUED

New high-school graduates in:
1991-92 (estimate) 41,494
2001-02 (estimate) 48,138

New GED diploma recipients: 6,874

High-school dropout rate: 38.6%

POLITICAL LEADERSHIP

Governor: Buddy Roemer (R), term ends 1992

Governor's higher-education adviser:
Claudia Fowler, P.O. Box 94004, Baton Rouge 70804; (504) 342-7015

U.S. Senators: John B. Breaux (D), term ends 1993; J. Bennett Johnston (D), term ends 1997

U.S. Representatives:
4 Democrats, 4 Republicans
Richard H. Baker (R), James A. Hayes (D), Clyde C. Holloway (R), Jerry Huckaby (D), William J. Jefferson (D), Bob Livingston (R), Jim McCrery (R), W.J. (Billy) Tauzin (D)

Legislature: Senate, 33 Democrats, 6 Republican; House, 86 Democrats, 18 Republicans, 1 Independent

COLLEGES AND UNIVERSITIES

Higher education:
Public 4-year institutions 14
Public 2-year institutions 6
Private 4-year institutions 10
Private 2-year institutions 4
Total 34

Vocational institutions: 196

Statewide coordinating board:
Louisiana Board of Regents
150 Riverside Mall
Suite 129
Baton Rouge 70801
(504) 342-4253
Sammie W. Cosper, commissioner of higher education

Private-college association:
Louisiana Association of Independent Colleges and Universities
320 Riverside Mall, Suite 104
Baton Rouge 70801
(504) 389-9885
William Arceneaux, president

Institutions censured by the AAUP:
None

Institutions under NCAA sanctions:
Louisiana State University, Northwestern State University, Southeastern Louisiana University, Tulane University

FACULTY MEMBERS

Full-time faculty members by rank:
Professor 1,451
Associate professor 1,570
Assistant professor 1,883
Instructor 846
Lecturer 11
No rank 60
Total 5,821

Average pay of full-time professors:
At public 4-year institutions . $32,579
At public 2-year institutions . $26,641
At private 4-year institutions $38,664
At private 2-year institutions .... n/a
At all institutions $33,275
Men (all institutions) $36,194
Women (all institutions) $27,837

STUDENTS

Enrollment:
Total 179,927
At public 4-year institutions . 133,856
At public 2-year institutions .. 17,877
At private 4-year institutions . 25,859
At private 2-year institutions .. 2,335
Undergraduate 154,376
First-time freshmen 29,415
Graduate 19,879
Professional 5,672
American Indian 624
Asian 2,507

Black 41,213
Hispanic 3,283
White 123,362
Foreign 5,042

Enrollment highlights:
Women 56.0%
Full-time 72.4%
Minority 27.9%
Foreign 2.9%
10-year change in total enrollment ..... Up 17.0%

Proportion of enrollment made up of minority students:
At public 4-year institutions .. 27.0%
At public 2-year institutions .. 31.7%
At private 4-year institutions . 29.1%
At private 2-year institutions . 38.4%

Degrees awarded:
Associate 2,542
Bachelor's 16,210
Master's 3,859
Doctorate 384
Professional 1,505

Residence of new students: State residents made up 83% of all freshmen enrolled in Louisiana; 87% of all Louisiana residents who were freshmen attended college in their home state.

Test scores: Students averaged 17.1 on the A.C.T., which was taken by 62% of Louisiana's high-school seniors.

MONEY

Average tuition and fees:
At public 4-year institutions .. $1,768
At public 2-year institutions ... $837
At private 4-year institutions . $9,257
At private 2-year institutions . $5,648

Expenditures:
Public institutions ... $1,039,177,000
Private institutions $353,433,000

State funds for higher-education operating expenses: $585,729,000
Two-year change: Up 21%

State spending on student aid:
Need-based: $4,196,000; 4,292 awards
Non–need-based: $770,000; 1,833 awards
Other: None

Salary of chief executive of largest public 4-year campus:
William E. Davis, Louisiana State University: $121,500 (1991-92)

Total spending on research and development by doctorate-granting universities: $179,332,000
Sources:
Federal government 37.0%
State and local governments .. 24.0%
Industry 4.5%
The institution itself 26.1%
Other 8.4%

Federal spending on education and student aid (selected programs):
Vocational and adult education $27,528,000
GI Bill $8,389,000
Pell Grants $118,124,000

Total federal spending on college- and university-based research and development: $61,456,000
Selected programs:
Department of Health and Human Services . $38,826,000
National Science Foundation $4,750,000
Department of Defense .. $5,672,000
Department of Agriculture $5,482,000
Department of Energy ... $2,580,000

Largest endowment:
Tulane University $233,417,000

Top fund raisers:
Tulane University $22,845,000
Centenary College of Louisiana $4,835,000
Xavier University of Louisiana $4,815,000

MISCELLANY

★ Tulane University's Center for Bioenvironmental Research has received $1-million from Freeport-McMoRan, a New Orleans–based petroleum and mining company. The money is being used to establish an endowed professorship in environmental policy, finance a series of lectures on environmental-policy formulation, and sponsor an international conference on environmental policy that is tentatively scheduled for fall 1992.

★ Xavier University was second in the nation in placing black students in medical school, according to the Association of American Medical Colleges. Only Howard University, with an undergraduate enrollment four times as large, produced more.

★ Last spring, for the first time, students at predominantly white Louisiana State University and historically black Southern University published a joint issue of the institutions' student newspapers.

★ Dillard University, a historically black institution, offers a program each summer in which Japanese high-school students learn English and study issues related to cultural and ethnic diversity in the United States.

★ The oldest higher-education institution in the state is Centenary College of Louisiana. It is affiliated with the United Methodist Church and was founded in 1825.

Maine

IN THE 1980's, with generous budget increases, Maine lawmakers fueled a campaign to improve public higher education.

In the most recent analysis of state support for higher education, conducted by the Center for Higher Education at Illinois State University, Maine ranked first in the percentage increase in appropriations over the last 10 years.

But now the state's economy is in a recession and an official of the University of Maine System says, "Everyone realizes we have to batten down the hatches and ride out this storm."

Gov. John R. McKernan, Jr., a Republican serving his second term, was one of many governors around the nation who decided in 1991 that a tax increase was the only way to balance the budget and avoid debilitating cuts in services.

The University of Maine System includes almost all public institutions, and its governing board also functions as the state's coordinating board for higher education. Despite the recent economic troubles, officials of the system remain optimistic about efforts to attract more Maine residents to higher education.

They also hope some of the university's research projects could lead to new business for the state. For example, engineers at the University of Maine are making advances in preserving wood fibers and in structural engineering that could lead to the development of timber bridges to replace thousands of old and unsafe rural bridges across the country.

Maine lawmakers will have a difficult time, however, balancing the financial needs of various programs until the state's revenues improve.

The cost of higher education in Maine is a long-standing concern. The strength of the state's private institutions has led Maine to offer generous student-aid programs. Maine is among the New England states in which the private institutions of higher education are older and more prestigious than the public colleges and universities. Bates, Bowdoin, and Colby Colleges, for instance, all have national reputations and predate the University of Maine.

Meanwhile, competition between the system's flagship campus in Orono and the University of Southern Maine continues to be a problem for lawmakers and higher-education officials alike. Orono faculty members fear the growth at Southern Maine will come at the expense of their own programs, while there is pressure at Southern Maine for new programs to serve Portland, the state's largest city.

DEMOGRAPHICS

Population: 1,227,928 (Rank: 38)

Age distribution:
Up to 17 ..... 25.2%
18 to 24 ..... 10.1%
25 to 44 ..... 32.5%
45 and older 32.2%

Racial and ethnic distribution:
American Indian 0.5%
Asian 0.5%
Black 0.4%
White 98.4%
Other and unknown 0.1%
Hispanic (may be any race) ... 0.6%

Educational attainment of adults:
At least 4 years of high school 68.7%
At least 1 to 3 years of college 29.4%
At least 4 years of college 14.4%

Per-capita personal income: $17,200

New high-school graduates in:
1991-92 (estimate) 13,533
2001-02 (estimate) 14,381

New GED diploma recipients: 3,415

High-school dropout rate: 25.6%

POLITICAL LEADERSHIP

Governor: John R. McKernan, Jr. (R), term ends 1995

Governor's higher-education adviser:
Fred Douglas, State House, Station 23, Augusta 04333; (207) 289-5800

U.S. Senators: William S. Cohen (R), term ends 1997; George J. Mitchell (D), term ends 1995

U.S. Representatives:
1 Democrat, 1 Republican
Thomas H. Andrews (D), Olympia J. Snowe (R)

Legislature: Senate, 22 Democrats, 13 Republicans; House, 97 Democrats, 54 Republicans

COLLEGES AND UNIVERSITIES

Higher education:
Public 4-year institutions 8
Public 2-year institutions 5
Private 4-year institutions 13
Private 2-year institutions 5
Total 31

Vocational institutions: 22

Statewide coordinating board:
University of Maine System
Board of Trustees
107 Maine Avenue
Bangor 04401
(207) 947-0336
Robert L. Woodbury, chancellor

Private-college association:
Maine Independent College and University Association
College of the Atlantic
105 Eden Street
Bar Harbor 04609
(207) 288-5015
Louis Rabineau, president

Institution censured by the AAUP:
Husson College

Institutions under NCAA sanctions:
None

FACULTY MEMBERS

Full-time faculty members by rank:
Professor 478
Associate professor 533
Assistant professor 588
Instructor 67
Lecturer 27
No rank 242
Total 1,935

Average pay of full-time professors:
At public 4-year institutions . $38,389
At public 2-year institutions . $28,683
At private 4-year institutions $36,923
At private 2-year institutions $27,740
At all institutions $36,794
Men (all institutions) $39,021
Women (all institutions) $31,618

STUDENTS

Enrollment:

Total	58,230
At public 4-year institutions	34,233
At public 2-year institutions	6,278
At private 4-year institutions	16,277
At private 2-year institutions	1,442
Undergraduate	53,275
First-time freshmen	9,484
Graduate	4,326
Professional	629
American Indian	235
Asian	260
Black	263
Hispanic	135
White	46,748
Foreign	262

Enrollment highlights:

Women	59.0%
Full-time	54.2%
Minority	1.9%
Foreign	0.5%
10-year change in total enrollment	Up 35.7%

Proportion of enrollment made up of minority students:

At public 4-year institutions	1.5%
At public 2-year institutions	1.2%
At private 4-year institutions	3.5%
At private 2-year institutions	1.1%

Degrees awarded:

Associate	1,884
Bachelor's	5,173
Master's	633
Doctorate	36
Professional	139

Residence of new students: State residents made up 71% of all freshmen enrolled in Maine; 70% of all Maine residents who were freshmen attended college in their home state.

Test scores: Students averaged 879 on the S.A.T., which was taken by 64% of Maine's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$1,980
At public 2-year institutions	$1,134
At private 4-year institutions	$10,425
At private 2-year institutions	$3,787

Expenditures:

Public institutions	$216,737,000
Private institutions	$133,778,000

State funds for higher-education operating expenses: $195,912,000

Two-year change: Up 21%

State spending on student aid:
Need-based: $5,100,000; 8,000 awards
Non–need-based: None
Other: None

Salary of chief executive of largest public 4-year campus:
John C. Hitt (interim), University of Maine at Orono: $115,000 (1991-92)

Total spending on research and development by doctorate-granting universities: $19,974,000

Sources:

Federal government	41.5%
State and local governments	2.9%
Industry	20.0%
The institution itself	32.9%
Other	2.7%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$7,037,000
GI Bill	$1,709,000
Pell Grants	$13,336,000

Total federal spending on college- and university-based research and development: $6,618,000

Selected programs:

Department of Health and Human Services	$872,000
National Science Foundation	$1,901,000
Department of Defense	$92,000
Department of Agriculture	$2,463,000
Department of Energy	0

Largest endowment:
Bowdoin College $151,744,000

Top fund raisers:

Bowdoin College	$14,466,000
University of Maine at Orono	$11,716,000
Bates College	$5,388,000

MISCELLANY

★ The University of Maine is helping to set up the first American university in Eastern Europe, the American University of Blagoevgrad in Bulgaria, with classes for 200 students scheduled to start in fall 1991.

★ The student center at Unity College has been fitted with the solar-energy panels that heated the White House dining room during the Presidency of Jimmy Carter and were later warehoused. Unity, which focuses on environmental studies, also heats a campus building with the experimental Dover Stove, which burns waste for fuel.

★ Bowdoin is the oldest higher-education institution in Maine. It was founded in 1794.

Maryland

SINCE William Donald Schaefer became Governor in 1987, change has been the only constant in Maryland higher education.

Starting with a major reorganization of public colleges that brought all but two of the state's four-year institutions under the University of Maryland System, Governor Schaefer seems intent on shaking up every corner of the education establishment.

His hand-picked Secretary of Higher Education, Shaila R. Aery, and an activist Commission on Higher Education have been instrumental in many of the changes. Included in the reforms are the adoption of a new formula to increase financing of the state's 19 community colleges and a new financial-aid program that eventually will shift more resources to the state's neediest students. The program includes financial aid for part-time students, who now account for 53 per cent of Maryland's student body.

In 1991-92, a proposal to revamp the development of teachers by eliminating education as an undergraduate major and requiring a fifth year in an internship—is expected to be debated throughout the state.

All the activity has not, however, obscured some of Maryland's most persistent higher-education concerns. If anything, reaction to the commission's recent proposals, calling for mergers of institutions in Baltimore, only highlights the complexities.

For example, some black legislators—and others who want to improve the educational attainment of black Marylanders—questioned the idea of merging Morgan State

Continued on Following Page

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Maryland
CONTINUED

University and Coppin State College, two of the state's four historically black institutions. Although the merger proposal was quickly dismissed, black-college supporters said it showed the state's readiness to retreat from its promise to redress the effects of past illegal segregation. Maryland officials are still under a federal court order to desegregate their higher-education system, but want to be released from it.

The other proposed merger—of two University of Maryland institutions that would then focus on science, health, and technology—worries partisans of the flagship campus at College Park, who fear the political clout of a stronger, research-oriented institution in Baltimore.

While the commission, college presidents, and legislators thrash out those issues, an even bigger challenge remains: finding the money to pay for the new financing

formulas, scholarships, and enhanced programs. Higher-education leaders have estimated they will need an additional $550-million over the next five years to carry out plans that already have been approved.

Lawmakers were very generous to education when the economy was flourishing, but times have changed in recent years. In 1991, when revenues fell, college budgets were cut in midyear. Although there is talk of new taxes, the prospects for major increases in state support are uncertain.

Maryland is one of the few states that provide direct aid to private colleges. The amount of money that goes to private colleges is based in part on the level of state financing for public institutions in the previous year, and private colleges often join public institutions in lobbying the General Assembly for state funds.

The private institutions are well organized politically and wield considerable clout in the legislature as a group, and in some cases independently. This is especially true for the Johns Hopkins University, a nationally respected research institution. Other private colleges include Capitol College and St. John's College, with the latter known for its "great books" curriculum.

All four-year public institutions, except for Morgan State and St. Mary's College of Maryland, are governed by the University of Maryland System Board of Regents and its new chancellor, Donald N. Langenberg. Community colleges are run by their own boards of trustees. This is the last academic year in which their oversight will be handled by the State Board for Community Colleges. Beginning July 1, 1992, that board will go out of business, and oversight duties will shift to the Higher Education Commission.

DEMOGRAPHICS

Population: 4,781,468 (Rank: 19)

Age distribution:

Up to 17	24.3%
18 to 24	10.6%
25 to 44	35.1%
45 and older	30.0%

Racial and ethnic distribution:

American Indian	0.3%
Asian	2.9%
Black	24.9%
White	71.0%
Other and unknown	0.9%
Hispanic (may be any race)	2.6%

Educational attainment of adults:

At least 4 years of high school	67.4%
At least 1 to 3 years of college	34.9%
At least 4 years of college	20.4%

Per-capita personal income: $21,864

New high-school graduates in:

1991-92 (estimate)	43,539
2001-02 (estimate)	51,783

New GED diploma recipients: 5,782

High-school dropout rate: 25.9%

POLITICAL LEADERSHIP

Governor: William Donald Schaefer (D), term ends 1995

Governor's higher-education adviser:
Judy Sachwald, State House, Annapolis 21401; (301) 974-3004

U.S. Senators: Barbara A. Mikulski (D), term ends 1993; Paul S. Sarbanes (D), term ends 1995

U.S. Representatives:
5 Democrats, 3 Republicans
Helen Delich Bentley (R), Beverly B. Byron (D), Benjamin L. Cardin (D), Wayne T. Gilchrest (R), Steny H. Hoyer (D), C. Thomas McMillen (D), Kweisi Mfume (D), Constance A. Morella (R)

General Assembly: Senate, 38 Democrats, 9 Republicans; House, 116 Democrats, 25 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	14
Public 2-year institutions	19
Private 4-year institutions	21
Private 2-year institutions	3
Total	57

Vocational institutions: 180

Statewide coordinating board:
Maryland Higher Education Commission
Jeffrey Building
16 Francis Street
Annapolis 21401
(301) 974-2971
Shaila R. Aery, secretary of higher education

Private-college association:
Maryland Independent College and University Association
208 Duke of Gloucester Street
Annapolis 21401
(301) 269-0306
J. Elizabeth Garraway, president

Institutions censured by the AAUP:
Maryland Institute College of Art, Morgan State University

Institution under NCAA sanctions:
University of Maryland at College Park

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	2,031
Associate professor	1,804
Assistant professor	1,804
Instructor	455
Lecturer	200
No rank	184
Total	6,478

Average pay of full-time professors:

At public 4-year institutions	$43,686
At public 2-year institutions	$38,560
At private 4-year institutions	$41,126
At private 2-year institutions	$20,076
At all institutions	$41,806
Men (all institutions)	$44,744
Women (all institutions)	$36,189

STUDENTS

Enrollment:

Total	255,326
At public 4-year institutions	110,167
At public 2-year institutions	107,395
At private 4-year institutions	37,043
At private 2-year institutions	721
Undergraduate	216,118
First-time freshmen	31,486
Graduate	34,829
Professional	4,379
American Indian	688
Asian	9,962
Black	39,530
Hispanic	4,327
White	188,900
Foreign	5,672

Enrollment highlights:

Women	55.6%
Full-time	45.9%
Minority	22.4%
Foreign	2.3%
10-year change in total enrollment	Up 18.8%

Proportion of enrollment made up of minority students:

At public 4-year institutions	25.1%
At public 2-year institutions	22.8%
At private 4-year institutions	13.0%
At private 2-year institutions	12.9%

Degrees awarded:

Associate	6,938
Bachelor's	17,928
Master's	5,970
Doctorate	711
Professional	1,124

Residence of new students: State residents made up 83% of all freshmen enrolled in Maryland; 75% of all Maryland residents who were freshmen attended college in their home state.

Test scores: Students averaged 904 on the S.A.T., which was taken by 64% of Maryland's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$2,120
At public 2-year institutions	$1,172
At private 4-year institutions	$9,914
At private 2-year institutions	$8,393

Expenditures:

Public institutions	$1,064,430,000
Private institutions	$901,948,000

State funds for higher-education operating expenses: $885,084,000
Two-year change: Up 26%

State spending on student aid:
Need-based: $15,669,000; 19,096 awards
Non–need-based: $5,110,000; 3,371 awards
Other: $135,000

Salary of chief executive of largest public 4-year campus:
William E. Kirwan, University of Maryland at College Park: $143,377 (1991-92)

Total spending on research and development by doctorate-granting universities: $921,848,000

Sources:

Federal government	76.6%
State and local governments	6.9%
Industry	3.8%
The institution itself	10.0%
Other	2.7%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$20,696,000
GI Bill	$6,080,000
Pell Grants	$42,774,000

Total federal spending on college- and university-based research and development: $522,341,000

Selected programs:

Department of Health and Human Services	$184,220,000
National Science Foundation	$22,785,000
Department of Defense	$278,413,000
Department of Agriculture	$4,526,000
Department of Energy	$8,172,000

Largest endowment:

Johns Hopkins University	$560,478,000

Top fund raisers:

Johns Hopkins University	$111,814,000
University of Maryland	$27,319,000
Goucher College	$6,197,000

MISCELLANY

★ The Peabody Institute, now a division of the Johns Hopkins University, is the oldest music school in the country. Western Maryland College is the oldest coeducational institution south of the Mason-Dixon Line.

★ The Johns Hopkins University Press, established in 1878, is the oldest university press in continuous operation in the United States.

★ The oldest institution of higher education in Maryland is Washington College, founded in 1782 and said to be the only institution of higher education to which George Washington gave his express consent for the use of his name.

Massachusetts

AFTER THREE YEARS of devastating budget cuts, threats of college closings, and shakeups at the highest levels of higher education, the real Massachusetts miracle may well be that public colleges are operating at all.

Not only the public sector has been jolted. While Massachusetts still enjoys its stature as home of many of the nation's elite liberal-arts colleges and research universities, some of those institutions have been shaken by charges of plagiarism, of improper use of federal funds, and of illegal collusion in admissions and financial aid.

For the public institutions, 1991 brought enormous and, in many cases, unsettling changes. They included the resignation of the interim state chancellor of higher education, in protest over early reorganization proposals and budget cuts by the new Governor, William F. Weld; the replacement of the state Board of Regents of Higher Education with a new Higher Education Coordinating Commission; the naming of Bunker Hill Community College President Piedad Robertson as the new Secretary of Education, with authority over elementary, secondary, and higher education; and the expansion of the University of Massachusetts into a five-campus system with the addition of the University of Lowell and Southeastern Massachusetts University.

Massachusetts has also established a new commission to evaluate the future of four-year and community colleges.

State-college leaders hope the commission's work will lead to new laws giving them the same authority over tuition, spending, and academic affairs that was accorded to the new University of Massachusetts system. Community-college officials hope the commission will develop new financing formulas that reflect the expenses those institutions incur in offering technical-training programs to displaced workers and remedial education to ill-prepared students.

Backers of the University of Massachusetts expansion said the new system could better compete for federal and private research grants. The university was founded with the Amherst campus as the state land-grant institution. The campus has been the scene of several racial incidents and, partly in response, it instituted a revamped freshman writing course in 1991 that focuses on issues of racial and social diversity.

The one thing that didn't change in the past year, however, was the state's grim financial situation. Once again in 1991, state appropriations for higher education were slashed. Since 1988, annual state financing for public colleges and financial-aid programs has plunged to $485-million, from $750-million. As a result, courses have been eliminated, enrollments have been cut back, and tuition and fees have careered skyward.

Governor Weld, a Republican, has said he will give higher education more money once the state's crippled economy improves.

While public colleges in Massachusetts have always had difficulty gaining state support, the ties of private colleges and the Bay State have been strong since 1636, with the founding of what is now Harvard University. Since then, private higher education has flourished. The roster includes elite liberal-arts colleges like Amherst, Smith, Wellesley, and Williams, and world-renowned musical institutions like the Boston and New England Conservatories.

But it is the state's major private

research universities—Harvard, Boston University, and the Massachusetts Institute of Technology—that draw most of the acclaim—and, this year, notoriety as well.

BU, the youngest of the three, has been praised for its initiative in running the school system of the City of Chelsea. But the institution was embarrassed in June when it was forced to demote the dean of the School of Communications after it was learned that he had plagiarized his commencement address.

MIT also came in for its share of bad press when Congressional investigations revealed that it had included ineligible expenses in calculating how much federal money it was entitled to receive to cover the indirect costs of research. It promised to return $731,000.

MIT has also been in the center of the storm over the U.S. Justice Department's inquiry into possible antitrust violations in the way Ivy League colleges and other prestigious institutions award financial aid. The institute decided to fight the department's charges in federal court. Many of the other colleges involved in the department's inquiry are also in Massachusetts.

While MIT is fighting the Justice Department's charges, Harvard University, along with the other Ivy League institutions, agreed in 1991 to stop setting financial-aid policies with other institutions and to stop comparing its student-aid packages with other institutions'.

In 1991 Harvard named Neil L. Rudenstine as its 26th president, one of the most visible posts in American higher education. Transition is also in store for another prominent educator: Jean Mayer, the president of Tufts University, has announced that he will retire in mid-1993.

DEMOGRAPHICS

Population: 6,016,425 (Rank: 13)

Age distribution:

Up to 17	22.5%
18 to 24	11.8%
25 to 44	33.6%
45 and older	32.1%

Racial and ethnic distribution:

American Indian	0.2%
Asian	2.4%
Black	5.0%
White	89.8%
Other and unknown	2.6%
Hispanic (may be any race)	4.8%

Educational attainment of adults:

At least 4 years of high school	72.2%
At least 1 to 3 years of college	35.8%
At least 4 years of college	20.0%

Per-capita personal income: $22,642

New high-school graduates in:

1991-92 (estimate)	55,444
2001-02 (estimate)	60,974

New GED diploma recipients: 9,389

High-school dropout rate: 30.0%

POLITICAL LEADERSHIP

Governor: William F. Weld (R), term ends 1995

Governor's higher-education adviser: Piedad Robertson, Higher Education Coordinating Commission, One Ashburton Place, Boston 02108; (617) 727-7785

U.S. Senators: Edward M. Kennedy (D), term ends 1995; John F. Kerry (D), term ends 1997

U.S. Representatives:
11 Democrats, 0 Republicans
Chester G. Atkins (D) Brian J. Donnelly (D), Joseph D. Early (D), Barney Frank (D), Joseph P. Kennedy, II (D), Edward J. Markey (D), Nicholas Mavroules (D), John Joseph Moakley (D), Richard E. Neal (D), John W. Olver (D), Gerry E. Studds (D)

General Court: Senate, 24 Democrats, 16 Republicans; House, 120 Democrats, 40 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	14
Public 2-year institutions	16
Private 4-year institutions	71
Private 2-year institutions	16
Total	117

Vocational institutions: 177

Statewide coordinating board:
Higher Education Coordinating Commission
One Ashburton Place
Boston 02108
(617) 727-7785
Paul G. Marks, chancellor for higher education

Private-college association:
Association of Independent Colleges and Universities in Massachusetts
11 Beacon Street, Suite 1224
Boston 02108
(617) 742-5147
Clare M. Cotton, president

Institutions censured by the AAUP:
American International College,
Bridgewater State College,
Nichols College

Institution under NCAA sanctions:
University of Lowell

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	5,962
Associate professor	4,039
Assistant professor	3,883
Instructor	499
Lecturer	458
No rank	326
Total	15,167

Average pay of full-time professors:

At public 4-year institutions	$47,079
At public 2-year institutions	$36,110
At private 4-year institutions	$48,138
At private 2-year institutions	$25,912
At all institutions	$46,113
Men (all institutions)	$49,415
Women (all institutions)	$38,588

STUDENTS

Enrollment:

Total	426,476
At public 4-year institutions	112,222
At public 2-year institutions	75,550
At private 4-year institutions	225,041
At private 2-year institutions	13,663
Undergraduate	341,563
First-time freshmen	70,780
Graduate	71,901
Professional	13,012
American Indian	1,157
Asian	13,731
Black	17,777
Hispanic	11,628
White	362,797
Foreign	19,530

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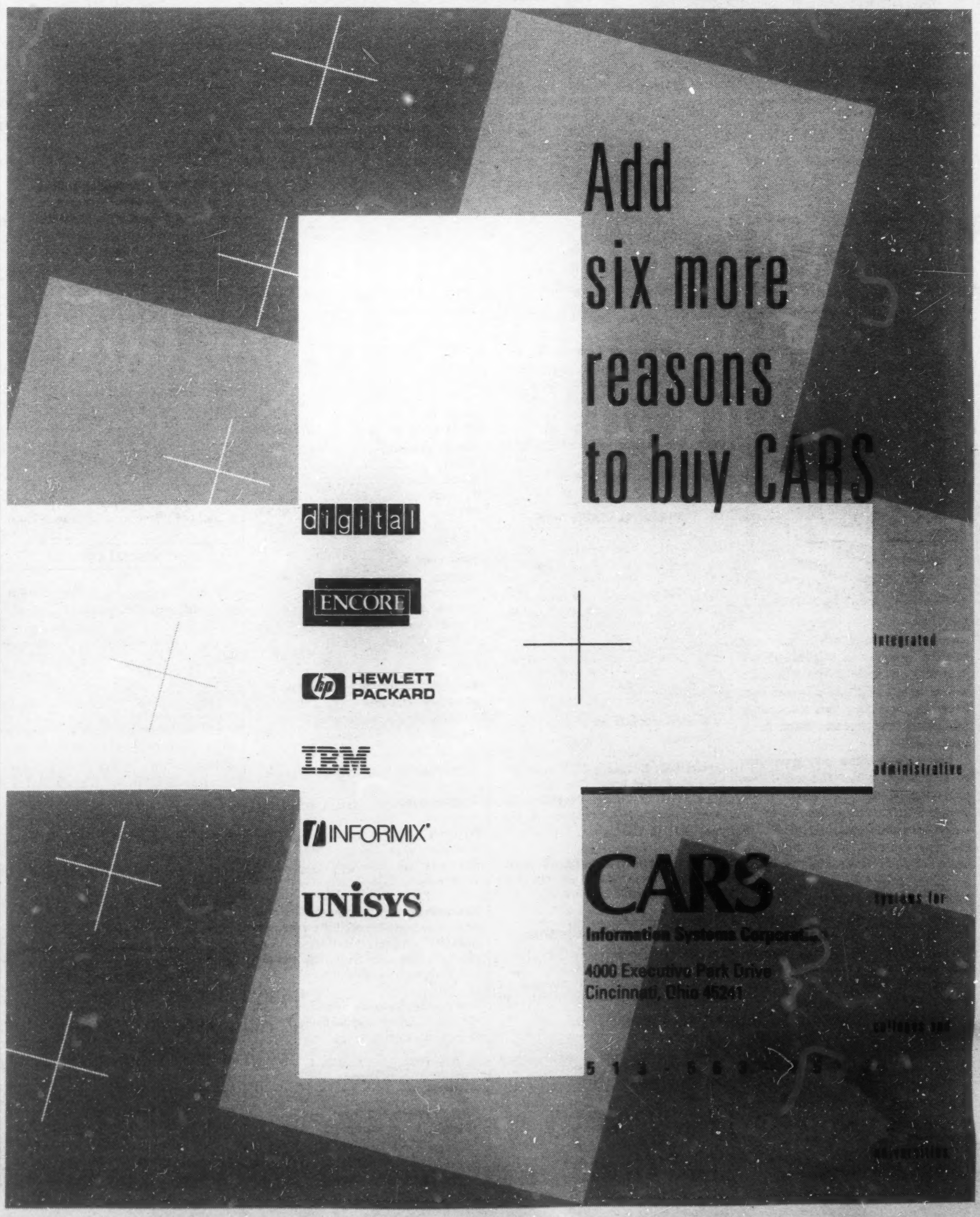

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Massachusetts
CONTINUED

Enrollment highlights:
Women 55.1%
Full-time 62.1%
Minority 10.9%
Foreign 4.6%
10-year change in total enrollment ..... Up 7.6%

Proportion of enrollment made up of minority students:
At public 4-year institutions ... 7.3%
At public 2-year institutions .. 13.4%
At private 4-year institutions . 11.6%
At private 2-year institutions . 14.5%

Degrees awarded:
Associate 13,016
Bachelor's 42,500
Master's 16,967
Doctorate 1,986
Professional 3,605

Residence of new students: State residents made up 68% of all freshmen enrolled in Massachusetts; 79% of all Massachusetts residents who were freshmen attended college in their home state.

Test scores: Students averaged 896 on the S.A.T., which was taken by 79% of Massachusetts' high-school seniors.

MONEY

Average tuition and fees:
At public 4-year institutions .. $2,052
At public 2-year institutions .. $1,132
At private 4-year institutions $11,450
At private 2-year institutions . $7,186

Expenditures:
Public institutions $980,585,000
Private institutions .. $3,544,867,000

State funds for higher-education operating expenses: $697,248,000
Two-year change: Down 20%

State spending on student aid:
Need-based: $53,285,000; 39,400 awards
Non–need-based: $48,000; 50 awards
Other: $18,636,000

Salary of chief executive of largest public 4-year campus:
Richard D. O'Brien, University of Massachusetts at Amherst: $123,500 (1991-92)

Total spending on research and development by doctorate-granting universities: $867,521,000
Sources:
Federal government 71.7%
State and local governments ... 2.1%
Industry 9.1%
The institution itself 6.8%
Other 10.4%

Federal spending on education and student aid (selected programs):
Vocational and adult education $26,988,000
GI Bill $6,018,000
Pell Grants $60,299,000

Total federal spending on college- and university-based research and development: $545,068,000
Selected programs:
Department of Health and Human Services $256,108,000
National Science Foundation $98,547,000
Department of Defense . $86,439,000
Department of Agriculture $15,604,000
Department of Energy .. $53,232,000

Largest endowment:
Harvard University . $4,653,229,000

Top fund raisers:
Harvard University ... $213,452,000
Massachusetts Institute of Technology $117,604,000
Tufts University $39,129,000

MISCELLANY

★ Drawing on a 70-year tradition of research on the links between nature and society, Clark University's graduate school of geography established the George Perkins Marsh Institute. The interdisciplinary institute will focus on analyzing the human dimensions of global environmental change.

★ Judge Clarence Thomas, President Bush's 1991 nominee to the Supreme Court, is a member of the Board of Trustees of the College of the Holy Cross, his alma mater.

★ In spring 1991 more than 90 people took advantage of Greenfield Community College's offer of up to two free classes to unemployed local residents.

★ The University of Massachusetts at Amherst is giving discounts on dorm-room rents to 50 students who have agreed to tutor other undergraduates. Qualified juniors and seniors help students with such subjects as English, mathematics, and chemistry. The tutors pay about $450 for their rooms, or about half the annual cost of a shared room.

★ A special course at the University of Massachusetts at Amherst helps blue-collar workers deal with problems in the workplace in innovative ways.

★ Harvard University is the country's oldest institution of higher education.

Michigan

MICHIGAN LAWMAKERS gave education a top priority in 1991, despite shortfalls in state revenues.

While other Michigan agencies saw their budgets slashed by as much as 9 per cent in the middle of the 1991 budget year, higher education was trimmed a mere 1 per cent. Higher-education officials are quick to thank the Legislature and Gov. John M. Engler.

Furthermore, Governor Engler, a Republican who was elected in 1990, has proposed increasing support for higher education by 4 per cent when the state's new fiscal year begins in October.

Higher education's non-combative relationship with the new Governor is in sharp contrast with its experience with his predecessor, James J. Blanchard, a Democrat who threatened to cut state appropriations to colleges that did not adhere to his policy of limiting tuition increases to slightly more than the rate of inflation.

Governor Engler differs from Mr. Blanchard on at least one other higher-education issue—the Michigan Education Trust. In 1986, then-Governor Blanchard created the nation's first prepaid-tuition program. But during his 1990 gubernatorial campaign Mr. Engler criticized the program.

Continued on Following Page

A Conversation.

◀ *Kathy Frawley, Registrar, Assumption College*

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*Susan Petrosino, **Student** Product Manager, Quodata*

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Michigan
CONTINUED

Michigan's new State Treasurer has questioned the financial soundness of the program and is seeking to determine whether it should be discontinued or closed to new participants.

Michigan has no statewide governing or coordinating board. Public colleges and universities are run by their own independent boards, three of which—those at the University of Michigan and Michigan State and Wayne State Universities—are selected in statewide, partisan elections. The boards enjoy considerable autonomy, although their decisions are frequently influenced by the Governor and the fiscal committees in the Legislature. Community colleges are run by local boards.

Most of the private institutions in the state are small, liberal-arts colleges. Their students are eligible for state aid.

Competition among public institutions for state financing has often been intense. But in recent years, the Presidents Council of the State Universities of Michigan has persuaded the institutions to work together in lobbying campaigns designed to increase public support for higher education.

Michigan has been in the vanguard of efforts to improve the racial climate on its campuses. The University of Michigan made national headlines when a proposal on racist speech and activities was declared unconstitutional by a federal judge. A modified version of the policy, now in place, allows the "broadest range of speech and expression" in public areas and forums on campus, but prohibits physical acts or threats that are not made as part of a discussion or an exchange of ideas in academic and educational centers.

The University of Michigan Board of Regents is considering a report from a campus committee on alcohol and drug abuse that recommends, among other things, that advertisements for alcoholic beverages be banned from university publications and that alcohol be limited or prohibited at university functions.

DEMOGRAPHICS

Population: 9,295,297 (Rank: 8)

Age distribution:

Up to 17	26.5%
18 to 24	10.8%
25 to 44	32.1%
45 and older	30.6%

Racial and ethnic distribution:

American Indian	0.6%
Asian	1.1%
Black	13.9%
White	83.4%
Other and unknown	0.9%
Hispanic (may be any race)	2.2%

Educational attainment of adults:

At least 4 years of high school	68.0%
At least 1 to 3 years of college	30.0%
At least 4 years of college	14.3%

Per-capita personal income: $18,346

New high-school graduates in:

1991-92 (estimate)	102,695
2001-02 (estimate)	106,587

New GED diploma recipients: 12,687

High-school dropout rate: 26.4%

POLITICAL LEADERSHIP

Governor: John Engler (R), term ends 1995

Governor's higher-education adviser: Mike Addonizio, Governor's Office, Box 30013, Lansing 48909; (517) 335-7839

U.S. Senators: Carl Levin (D), term ends 1997; Donald W. Riegle, Jr. (D), term ends 1995

U.S. Representatives:
11 Democrats, 7 Republicans
David E. Bonior (D), Wm. S. Broomfield (R), Dave Camp (R), Bob Carr (D), Barbara-Rose Collins (D), John Conyers, Jr. (D), Robert W. Davis (R), John D. Dingell (D), William D. Ford (D), Paul B. Henry (R), Dennis M. Hertel (D), Dale E. Kildee (D), Sander M. Levin (D), Carl D. Pursell (R), Bob Traxler (D), Frederick S. Upton (R), Guy Vander Jagt (R), Howard Wolpe (D)

Legislature: Senate, 18 Democrats, 20 Republicans; House, 61 Democrats, 49 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	15
Public 2-year institutions	29
Private 4-year institutions	48
Private 2-year institutions	5
Total	97

Vocational institutions: 314

Statewide coordinating board:
State Department of Education
P.O. Box 30008
Lansing 48909
(517) 373-3357
Gary D. Hawks, interim deputy superintendent of public instruction

Private-college association:
Association of Independent Colleges and Universities of Michigan
650 Michigan National Tower
Lansing 48933
(517) 372-9160
Edward O. Blews, Jr., president

Institutions censured by the AAUP:
Hillsdale College, Olivet College, University of Detroit Mercy

Institution under NCAA sanctions:
University of Michigan

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	3,831
Associate professor	2,890
Assistant professor	2,759
Instructor	536
Lecturer	334
No rank	2,978
Total	13,328

Average pay of full-time professors:

At public 4-year institutions	$44,081
At public 2-year institutions	$39,648
At private 4-year institutions	$33,757
At private 2-year institutions	$23,095
At all institutions	$41,270
Men (all institutions)	$43,907
Women (all institutions)	$34,973

STUDENTS

Enrollment:

Total	560,320
At public 4-year institutions	255,555
At public 2-year institutions	224,159
At private 4-year institutions	75,567
At private 2-year institutions	5,039
Undergraduate	492,910
First-time freshmen	93,725
Graduate	56,358
Professional	11,052
American Indian	3,122
Asian	8,607
Black	51,494
Hispanic	7,718
White	458,194
Foreign	13,445

Enrollment highlights:

Women	54.6%
Full-time	50.8%
Minority	13.4%
Foreign	2.5%
10-year change in total enrollment	Up 11.2%

Proportion of enrollment made up of minority students:

At public 4-year institutions	11.4%
At public 2-year institutions	14.3%
At private 4-year institutions	16.4%
At private 2-year institutions	28.5%

Degrees awarded:

Associate	20,168
Bachelor's	40,767
Master's	12,720
Doctorate	1,333
Professional	2,212

Residence of new students: State residents made up 85% of all freshmen enrolled in Michigan; 91% of all Michigan residents who were freshmen attended college in their home state.

Test scores: Students averaged 18.6 on the A.C.T., which was taken by 57% of Michigan's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$2,484
At public 2-year institutions	$1,047
At private 4-year institutions	$6,520
At private 2-year institutions	$6,400

Expenditures:

Public institutions	$2,946,336,000
Private institutions	$447,436,000

State funds for higher-education operating expenses: $1,486,694,000
Two-year change: Up 11%

State spending on student aid:
Need-based: $73,160,000; 58,500 awards
Non–need-based: None
Other: $1,718,000

Salary of chief executive of largest public 4-year campus:
John A. DiBiaggio, Michigan State University: $150,000 (1990-91)

Total spending on research and development by doctorate-granting universities: $486,270,000
Sources:

Federal government	54.2%
State and local governments	7.4%
Industry	7.4%
The institution itself	23.8%
Other	7.2%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$48,288,000
GI Bill	$10,803,000
Pell Grants	$165,822,000

Total federal spending on college- and university-based research and development: $233,121,000
Selected programs:

Department of Health and Human Services	$135,827,000
National Science Foundation	$41,357,000
Department of Defense	$15,272,000
Department of Agriculture	$10,723,000
Department of Energy	$11,186,000

Largest endowment:

University of Michigan	$448,209,000

Top fund raisers:

University of Michigan	$83,609,000
Michigan State University	$50,077,000
Wayne State University	$12,020,000

MISCELLANY

★ President Bush used a 1991 commencement address at the University of Michigan to denounce the "political correctness" movement on college campuses.

★ The Wayne State University Board of Governors voted in 1991 to sell the university's investments in eight tobacco companies and to prohibit future investments in such businesses.

★ On the last day of classes each year, students at the University of Michigan make a mad dash in the buff from one end of the campus to the other. Many don ski masks for the "Nude Run," which winds past campus monuments.

★ An increasing number of students are registering to live in "substance-free" dorm rooms at 13 public institutions in Michigan. The students sign pledges that they will not drink, smoke, or use drugs in their residence halls. The institutions agreed to offer the housing option after a Michigan legislator introduced a bill that would have required them to do so.

★ A group of students in the Michigan Collegiate Coalition is researching the effect of tuition increases and stagnant financial-aid budgets on students. The group is compiling a report for the Michigan Legislature about students' problems in paying for college.

★ The oldest institution of higher education in the state is the University of Michigan, founded in 1817.

Minnesota

MINNESOTA'S TRADITION of making college accessible to anyone who wants to attend has led to the development of an extensive, 64-campus system of public higher education and a college-going rate that is the envy of most other states. But increasingly, legislators are questioning whether the state has more institutions and programs than it needs—or can afford.

That sentiment was evident in the 1991 legislative session, when lawmakers voted to merge the state's four-year, community, and technical colleges into a single system by 1995. The merger is an attempt to reduce expensive duplication, such as that which exists in the city of Rochester, where a community college and technical college are just a half-mile apart.

The merger plan, approved in the closing seconds of the legislative session, may be undone in the coming year, since some legislators felt pressured to adopt it before adjourning. Also, some fear that the unique mission of technical colleges would be lost in a giant system.

But the concerns that drove the merger legislation remain. And the budget crisis that hit the state in 1991—it averted a potential deficit of $1.2-billion in its biennial budget by raising taxes and making deep cuts in spending—has only heightened interest in ideas that could save money in the future.

While state leaders are looking at public colleges, the institutions themselves have been through a period of self-examination and change. For the University of Minnesota, which is constitutionally chartered and was not included in the merger proposal, the new president, Nils Hasselmo, recently pushed through a "reallocation" plan to help the university focus its resources. The plan included the controversial closing of the two-year agriculture campus in Waseca.

Meanwhile, the State University System announced that in 1994 it would impose tougher admissions standards and cap its enrollment at 1992 levels. University officials said the plan would slow a financing crisis that has evolved because state support has not kept pace with enrollment growth. In the 1980's, enrollment in the seven-campus university system grew by 30 per cent, while state support increased by only 17 per cent.

The renewed emphasis on standards at the four-year institutions is also creating new pressures for the state's 20-campus Community College System, which expects to see even greater enrollment demands once the state-university system's admissions rules go into effect.

Although public institutions dominate the higher-education hierarchy, private institutions like Carleton College have a long and influential history in Minnesota. One sign of that influence is the state's generous financial programs, which are open to private-college students. Another is the state's willingness to allow private colleges to participate in an offshoot of "school choice." The program allows 11th- and 12th-graders to receive high-school credit for courses they take at colleges. Participating colleges are reimbursed by school districts. Under recent

federal court decisions, most of Minnesota's many small, religiously affiliated colleges are also eligible to participate in the program.

The Minnesota Private College Council is active in legislative issues and has been urging the state to spend more of its higher-education funds on financial aid, rather than subsidizing students from richer families who attend public institutions.

DEMOGRAPHICS

Population: 4,375,099 (Rank: 20)

Age distribution:

Up to 17	26.7%
18 to 24	10.1%
25 to 44	33.0%
45 and older	30.2%

Racial and ethnic distribution:

American Indian	1.1%
Asian	1.8%
Black	2.2%
White	94.4%
Other and unknown	0.5%
Hispanic (may be any race)	1.2%

Educational attainment of adults:

At least 4 years of high school	73.1%
At least 1 to 3 years of college	34.5%
At least 4 years of college	17.4%

Per-capita personal income: $18,731

New high-school graduates in:

1991-92 (estimate)	49,837
2001-02 (estimate)	59,252

New GED diploma recipients: 5,757

High-school dropout rate: 9.1%

POLITICAL LEADERSHIP

Governor: Arne H. Carlson (R), term ends 1995

Governor's higher-education adviser: Peder Larson, Governor's Office, 130 Capitol Building, St. Paul 55155; (612) 696-3391

U.S. Senators: Dave Durenberger (R), term ends 1995; Paul D. Wellstone (D), term ends 1997

U.S. Representatives:
6 Democrats, 2 Republicans
James L. Oberstar (D), Timothy J. Penny (D), Collin C. Peterson (D), Jim Ramstad (R), Martin Olav Sabo (D), Gerry Sikorski (D), Bruce F. Vento (D), Vin Weber (R)

Legislature: Senate, 46 Democrats, 21 Republicans; House, 79 Democrats, 55 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	10
Public 2-year institutions	26
Private 4-year institutions	34
Private 2-year institutions	11
Total	81

Vocational institutions: 122

Statewide coordinating board:
Minnesota Higher Education Coordinating Board
400 Capitol Square Building
550 Cedar Street
St. Paul 55101
(612) 296-9665
David R. Powers, executive director

Private-college association:
Minnesota Private College Council
Park Square Court, Suite 560
400 Sibley Street
St. Paul 55101
(612) 228-9061
David B. Laird, Jr., president

Institutions censured by the AAUP:
None

Institution under NCAA sanctions:
University of Minnesota–Twin Cities

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	2,117
Associate professor	1,611
Assistant professor	1,667
Instructor	437
Lecturer	15
No rank	1,290
Total	7,137

Average pay of full-time professors:

At public 4-year institutions	$42,342
At public 2-year institutions	$38,119
At private 4-year institutions	$35,303
At private 2-year institutions	$25,670
At all institutions	$39,376
Men (all institutions)	$41,598
Women (all institutions)	$34,221

STUDENTS

Enrollment:

Total	253,097
At public 4-year institutions	134,896
At public 2-year institutions	63,714
At private 4-year institutions	49,381
At private 2-year institutions	5,106
Undergraduate	222,852
First-time freshmen	49,123
Graduate	24,674
Professional	5,571
American Indian	1,731
Asian	3,929
Black	3,274
Hispanic	1,507
White	229,422
Foreign	4,843

Enrollment highlights:

Women	55.0%
Full-time	60.5%
Minority	4.4%
Foreign	2.0%
10-year change in total enrollment	Up 30.6%

Proportion of enrollment made up of minority students:

At public 4-year institutions	4.3%
At public 2-year institutions	4.1%
At private 4-year institutions	4.4%
At private 2-year institutions	8.7%

Degrees awarded:

Associate	6,947
Bachelor's	21,901
Master's	4,114
Doctorate	568
Professional	1,486

Residence of new students: State residents made up 80% of all freshmen enrolled in Minnesota; 82% of all Minnesota residents who were freshmen attended college in their home state.

Test scores: Students averaged 19.7 on the A.C.T., which was taken by 46% of Minnesota's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$2,063
At public 2-year institutions	$1,499
At private 4-year institutions	$8,776
At private 2-year institutions	$5,181

Expenditures:

Public institutions	$1,324,691,000
Private institutions	$521,441,000

State funds for higher-education operating expenses: $1,028,528,000
Two-year change: Up 19%

State spending on student aid:
Need-based: $76,074,000; 66,527 awards

Continued on Following Page

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Minnesota
CONTINUED

Non–need-based: None
Other: $1,720,000

Salary of chief executive of largest public 4-year campus:
Nils Hasselmo, University of Minnesota–Twin Cities: $152,300 (1991-92)

Total spending on research and development by doctorate-granting universities: $258,614,000

Sources:

Federal government	51.4%
State and local governments	16.4%
Industry	4.8%
The institution itself	16.9%
Other	10.5%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$20,691,000
GI Bill	$7,999,000
Pell Grants	$100,501,000

Total federal spending on college- and university-based research and development: $123,621,000

Selected programs:

Department of Health and Human Services	$84,295,000
National Science Foundation	$16,831,000
Department of Defense	$5,416,000
Department of Agriculture	$7,378,000
Department of Energy	$4,990,000

Largest endowment:

Macalester College	$320,127,000

Top fund raisers:

University of Minnesota	$105,298,000
Gustavus Adolphus College	$9,214,000
St. Olaf College	$8,843,000

MISCELLANY

★ Four women have sued Carleton College, charging that it was negligent in dealing with their allegations of date rape.

★ Law students at the University of Minnesota used most of the $125,000 they discovered in an old bank account to help pay off loans to students who want to practice public-interest law. The money came from earnings at the student Law Council's bookstore.

★ Minnesotans battle over which institution of higher education is the oldest in the state. The University of Minnesota–Twin Cities was chartered in 1851 but did not admit a freshman class until 1869. Hamline University slipped in with its charter in 1854, and commenced classes that same year.

Mississippi

MISSISSIPPI'S LEGACY of segregated higher education will be reviewed by the U.S. Supreme Court in 1991 in a case that will probably affect all of the Southern and border states that have been covered by desegregation court orders.

At issue is a 1990 ruling by the U.S. Court of Appeals for the Fifth Circuit. The court, in finding that Mississippi's colleges were desegregated, said that state officials were "discontinuing prior discriminatory practices and adopting and implementing good-faith, race-neutral policies and procedures."

The U.S. Justice Department and civil-rights groups appealed the decision, saying it went against past federal-court rulings that required states to demonstrate that they had taken specific steps not only to remedy past discrimination, but also to promote equal opportunity in higher education.

Mississippi citizens are divided on the case, generally along racial lines. But black and white leaders agree that predominantly white colleges need to attract more black students and faculty members, and that black colleges face serious difficulties. Black leaders say the problems of the latter were caused

by inadequate financial support from the state. Many white officials, however, say the problems at one of those institutions, Jackson State University, are the result of mismanagement.

Against this emotionally charged backdrop, Mississippi's higher-education leaders are trying to improve the quality of all their colleges and universities despite continuing shortfalls in state revenues. Higher education's budget was cut 5 per cent in the middle of the 1991 fiscal year. The final budget for fiscal 1992 will reduce support by an additional 2 per cent.

Officials at the Board of Trustees of State Institutions of Higher Learning—the governing and coordinating board for the state's eight public, four-year institutions—say the only way they will be able to improve their institutions is to restructure, eliminate unnecessary or duplicative programs, set new priorities, and raise tuition.

Meanwhile, officials at the State Board for Community and Junior Colleges are frustrated. Their institutions have seen an enrollment growth of about 6 per cent a year for the last three years. But state officials now are talking about capping enrollment and terminating programs.

1991 is a major political year in Mississippi. The Governor and the members of the Legislature are up for re-election. Gov. Ray Mabus, a Democrat, hopes to win a second term. He has supported efforts to improve public schools and colleges, but some black and rural leaders say his proposals to raise academic standards will result in fewer impoverished students going to college, because the school districts they come from are so poor.

DEMOGRAPHICS

Population: 2,573,216 (Rank: 31)

Age distribution:

Up to 17	29.0%
18 to 24	11.4%
25 to 44	29.1%
45 and older	30.5%

Racial and ethnic distribution:

American Indian	0.3%
Asian	0.5%
Black	35.6%
White	63.5%
Other and unknown	0.1%
Hispanic (may be any race)	0.6%

Educational attainment of adults:

At least 4 years of high school	54.8%
At least 1 to 3 years of college	25.6%
At least 4 years of college	12.3%

Per-capita personal income: $12,735

New high-school graduates in:

1991-92 (estimate)	25,072
2001-02 (estimate)	28,146

New GED diploma recipients: 5,751

High-school dropout rate: 33.1%

POLITICAL LEADERSHIP

Governor: Ray Mabus (D), term ends 1992

Governor's higher-education adviser:
Pickett Wilson, Governor's Office, P.O. Box 139, Jackson 39205; (601) 359-2680

U.S. Senators: Thad Cochran (R), term ends 1997; Trent Lott (R), term ends 1995

U.S. Representatives:
5 Democrats, 0 Republicans
Mike Espy (D), G.V. (Sonny) Montgomery (D), Mike Parker (D), Gene Taylor (D), Jamie L. Whitten (D)

Legislature: Senate, 43 Democrats, 9 Republicans; House, 104 Democrats, 18 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	9
Public 2-year institutions	20
Private 4-year institutions	12
Private 2-year institutions	6
Total	47

Vocational institutions: 48

Statewide coordinating boards:
Board of Trustees of State Institutions of Higher Learning
3825 Ridgewood Road
Jackson 39211
(601) 982-6611
W. Ray Cleere, commissioner

State Board for Community and Junior Colleges
3825 Ridgewood Road
Jackson 39211
(601) 982-6518
Olon E. Ray, executive director

Private-college association:
Mississippi Association of Independent Colleges
P.O. Drawer 1198
Clinton 39060
(601) 925-3400
Johnnie Ruth Hudson, executive director

Institutions censured by the AAUP:
None

Institutions under NCAA sanctions:
None

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	641
Associate professor	647
Assistant professor	794
Instructor	364
Lecturer	9
No rank	1,539
Total	3,994

Average pay of full-time professors:

At public 4-year institutions	$33,602
At public 2-year institutions	$26,972
At private 4-year institutions	$30,290
At private 2-year institutions	$17,156
At all institutions	$30,595
Men (all institutions)	$33,054
Women (all institutions)	$27,138

STUDENTS

Enrollment:

Total	116,370
At public 4-year institutions	56,716
At public 2-year institutions	46,319
At private 4-year institutions	10,329
At private 2-year institutions	3,006
Undergraduate	104,352
First-time freshmen	27,244
Graduate	9,848
Professional	2,170
American Indian	337
Asian	604
Black	30,367
Hispanic	316
White	79,451
Foreign	1,797

Enrollment highlights:

Women	56.4%
Full-time	75.7%
Minority	28.5%
Foreign	1.6%
10-year change in total enrollment	Up 16.1%

Proportion of enrollment made up of minority students:

At public 4-year institutions	31.1%
At public 2-year institutions	25.1%
At private 4-year institutions	27.0%
At private 2-year institutions	42.4%

Degrees awarded:

Associate	4,810
Bachelor's	8,227
Master's	2,108
Doctorate	245
Professional	414

Residence of new students: State residents made up 87% of all freshmen enrolled in Mississippi; 92% of all Mississippi residents who were freshmen attended college in their home state.

Test scores: Students averaged 15.9 on the A.C.T., which was taken by 64% of Mississippi's high-school seniors.

Sources and notes appear on Page 104

MONEY

Average tuition and fees:

At public 4-year institutions	$1,858
At public 2-year institutions	$680
At private 4-year institutions	$4,826
At private 2-year institutions	$3,602

Expenditures:

Public institutions	$706,380,000
Private institutions	$64,054,000

State funds for higher-education operating expenses: $443,597,000

Two-year change: Up 4%

State spending on student aid:
Need-based: $1,136,000; 2,200 awards
Non–need-based: $705,000; 130 awards
Other: None

Salary of chief executive of largest public 4-year campus:
Donald W. Zacharias, Mississippi State University: $97,500 (1991-92)

Total spending on research and development by doctorate-granting universities: $75,175,000

Sources:

Federal government	42.7%
State and local governments	27.3%
Industry	7.1%
The institution itself	12.8%
Other	10.1%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$17,118,000
GI Bill	$4,308,000
Pell Grants	$71,312,000

Total federal spending on college- and university-based research and development: $37,891,000

Selected programs:

Department of Health and Human Services	$6,977,000
National Science Foundation	$1,203,000
Department of Defense	$12,109,000
Department of Agriculture	$9,545,000
Department of Energy	$4,239,000

Largest endowment:

University of Mississippi	$44,059,000

Top fund raisers:

University of Mississippi	$15,444,000
Mississippi State University	$11,185,000
Millsaps College	$4,732,000

MISCELLANY

★ The University of Mississippi is the home of the Center for the Study of Southern Culture, a leading institute in the growing field of regional studies. The center recently commissioned an operatic version of William Faulkner's *As I Lay Dying*, which was performed during the university's 1991 Faulkner and Yoknapatawpha Conference.

★ When Berkshire Cottage, a building constructed in 1894 on the campus of Tougaloo College, was destroyed by a fire in 1991, the college decided to raise money by selling the building's bricks for $100 each.

★ The Mississippi University for Women is one of the country's two state-supported institutions whose primary mission is the education of women. The other is Texas Woman's University.

★ The faculty senate at the University of Mississippi has endorsed a resolution by the institution's

alumni association asking fans to refrain from waving Confederate flags at campus events. Officials of the university have been trying to eliminate the flag waving, which many say inflames racial tensions.

★ The oldest institution of higher education in the state is Mississippi College, a Southern Baptist institution founded in 1826.

Missouri

PUBLIC HIGHER-EDUCATION officials in Missouri have complained for years that the state's aversion to taxes and government spending has created an environment where colleges are starved for money, faculty members are underpaid, and students are shut out of the financial-aid programs they need.

So when college boosters started their latest campaign for more state support in 1990, they acknowledged the state's tradition of skepticism by calling their campaign "Show Me the Future—The Needs of Missouri Higher Education."

The effort won over the General Assembly, but the real test of university supporters' mettle—and citizen confidence in higher education—will come this November, when voters will be asked to ratify legislators' plans for a $385-million tax increase for education—about half of which will go directly to colleges and universities or for student aid.

The increase faces an uphill fight, but college leaders are encouraged because Gov. John Ashcroft, a Republican, has promised to campaign for it. In previous years, he fought tax increases for higher education, and his opposition effectively killed all proposals.

He signed on this time, he says, because the tax law would also require colleges to eliminate programs that are not part of their missions and to assess what students have learned—ideas that Mr. Ashcroft has been pushing in the state and nationally since taking office in 1985.

For the tax to pass, a long-heard criticism must be overcome: that the state spends too much on its public institutions in sparsely populated regions and too little on those in metropolitan areas, where many of the students attend part time. The conflict is particularly strong in the University of Missouri system. Influential business interests in St. Louis and Kansas City have been trying to wrest resources for the campuses in their cities from the flagship campus in rural Columbia.

A Board of Curators oversees the University of Missouri system, which includes a fourth campus (at Rolla, for engineering), while each of the nine other four-year institutions and 10 community colleges is governed by its own board. Two of the public four-year campuses—Harris-Stowe State College and Lincoln University—are historically black institutions.

The state also has a Coordinating Board for Higher Education, which in recent years has been given greater authority to prevent duplication of programs.

Many of Missouri's private colleges are small, religiously affiliated institutions with regional appeal, but two private institutions are well-known for their research: Saint Louis University and Washington University.

Washington University made headlines in 1990 when it eliminated its department of sociology in a money-saving move. William H. Danforth, the university's president, has been a prominent player in Missourians for Higher Education, a coalition of nearly 50 chancellors and presidents from public and private colleges that has been working to increase state spending on higher education.

Another prominent player in that organization, President C. Peter Magrath of the University of Missouri system, will depart at the end of the year for Washington, D. C. He will become president of the National Association of State Universities and Land-Grant Colleges.

DEMOGRAPHICS

Population: 5,117,073 (Rank: 15)

Age distribution:

Up to 17	25.7%
18 to 24	10.1%
25 to 44	31.0%
45 and older	33.2%

Racial and ethnic distribution:

American Indian	0.4%
Asian	0.8%
Black	10.7%
White	87.7%
Other and unknown	0.4%
Hispanic (may be any race)	1.2%

Educational attainment of adults:

At least 4 years of high school	63.5%
At least 1 to 3 years of college	27.2%
At least 4 years of college	13.9%

Per-capita personal income: $17,497

New high-school graduates in:

1991-92 (estimate)	52,082
2001-02 (estimate)	56,606

New GED diploma recipients: 8,174

High-school dropout rate: 26.0%

POLITICAL LEADERSHIP

Governor: John Ashcroft (R), term ends 1993

Governor's higher-education adviser: Karen Gallagher, State Capitol, P.O. Box 720, Jefferson City 65102; (314) 751-3283

U.S. Senators: Christopher S. Bond (R), term ends 1993; John C. Danforth (R), term ends 1995

U.S. Representatives:
6 Democrats, 3 Republicans
William (Bill) Clay (D), E. Thomas Coleman (R), Bill Emerson (R), Richard A. Gephardt (D), Mel Hancock (R), Joan Kelly Horn (D), Ike Skelton (D), Harold L. Volkmer (D), Alan Wheat (D)

General Assembly: Senate, 23 Democrats, 11 Republicans; House, 98 Democrats, 65 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	13
Public 2-year institutions	14

Continued on Following Page

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Missouri
CONTINUED

Private 4-year institutions	52
Private 2-year institutions	10
Total	89

Vocational institutions: 203

Statewide coordinating board:
Coordinating Board for Higher Education
101 Adams Street
Jefferson City 65101
(314) 751-2361
Charles J. McClain, commissioner of higher education

Private-college association:
Independent Colleges and Universities of Missouri
514 Earth City Expressway, Suite 244
Earth City 63045
(314) 739-4770
Charles V. Gallagher, president

Institutions censured by the AAUP:
Concordia Seminary,
Metropolitan Community Colleges

Institution under NCAA sanctions:
University of Missouri at Columbia

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	2,106
Associate professor	1,778
Assistant professor	1,988
Instructor	578
Lecturer	84
No rank	700
Total	7,234

Average pay of full-time professors:

At public 4-year institutions	$37,006
At public 2-year institutions	$33,514
At private 4-year institutions	$34,573
At private 2-year institutions	$23,706
At all institutions	$35,621
Men (all institutions)	$37,836
Women (all institutions)	$30,400

STUDENTS

Enrollment:

Total	278,505
At public 4-year institutions	121,045
At public 2-year institutions	71,277
At private 4-year institutions	83,468
At private 2-year institutions	2,715
Undergraduate	236,742
First-time freshmen	41,544
Graduate	33,129
Professional	8,634
American Indian	840
Asian	3,922
Black	20,110
Hispanic	2,610
White	228,721
Foreign	5,464

Enrollment highlights:

Women	54.3%
Full-time	57.0%
Minority	10.7%
Foreign	2.1%
10-year change in total enrollment	Up 25.4%

Proportion of enrollment made up of minority students:

At public 4-year institutions	8.9%
At public 2-year institutions	13.4%
At private 4-year institutions	10.9%
At private 2-year institutions	20.7%

Degrees awarded:

Associate	391
Bachelor's	12,700
Master's	3,569
Doctorate	621
Professional	2,300

Residence of new students: State residents made up 79% of all freshmen enrolled in Missouri; 85% of all Missouri residents who were freshmen attended college in their home state.

Test scores: Students averaged 19.0 on the A.C.T., which was taken by 60% of Missouri's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$1,532
At public 2-year institutions	$815
At private 4-year institutions	$7,170
At private 2-year institutions	$5,554

Expenditures:

Public institutions	$999,869,000
Private institutions	$911,951,000

State funds for higher-education operating expenses: $637,378,000
Two-year change: Up 16%

State spending on student aid:
Need-based: $11,144,000; 8,950 awards
Non–need-based: $10,091,000; 4,513 awards
Other: $260,000

Salary of chief executive of largest public 4-year campus:
Haskell M. Monroe, University of Missouri at Columbia: $120,500 (1991-92)

Total spending on research and development by doctorate-granting universities: $255,009,000
Sources:

Federal government	54.8%
State and local governments	5.7%
Industry	9.9%
The institution itself	23.4%
Other	6.3%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$26,648,000
GI Bill	$7,421,000
Pell Grants	$97,934,000

Total federal spending on college- and university-based research and development: $137,276,000
Selected programs:

Department of Health and Human Services	$108,317,000
National Science Foundation	$9,822,000
Department of Defense	$2,278,000
Department of Agriculture	$7,902,000
Department of Energy	$2,332,000

Largest endowment:
Washington University $1,365,854,000

Top fund raisers:

Washington University	$49,603,000
University of Missouri	$45,724,000
Saint Louis University	$29,475,000

MISCELLANY

★ Traci Bauer, a student at Southwest Missouri State University, won what may become a landmark legal victory in 1991 when a federal judge ruled that campus crime reports are not covered by federal privacy-protection laws and ordered the university to show them to Ms. Bauer.

★ Harris-Stowe State College is the only college in the nation not attached to a larger university where all of the students are enrolled in teacher-education programs.

★ The oldest higher-education institution in Missouri is Saint Louis University, a Roman Catholic institution founded in 1818.

Montana

AFTER YEARS of chronic financing problems, officials of the Montana University System say they have two options: Either the state's colleges and universities must get much-needed catch-up money, or they must reduce their services and programs. Proposals for streamlining higher education will be reviewed and debated in 1991-92.

Although the Legislature gave the system a 14-per-cent increase in its biennial budget for 1991-93, university officials say they still lack the support given to peer institutions in other states, So John M. Hutchinson, the Commissioner of Higher Education, has asked college and university presidents to submit plans for reducing enrollments, programs, and faculty and staff positions. He has asked for comment on future tuition increases and the possibility of tougher admission standards.

The commissioner is acting upon recommendations from a citizens' committee appointed by Gov. Stan Stephens, a Republican. The colleges had hoped the committee's call for more money for higher education would lead to a push for tax reform. But the committee and higher-education officials may find it difficult to convince lawmakers and voters that a tax increase is needed.

Montana is one of five states with no sales tax, and politicians aggressively avoid any appearance of supporting one. Voters reminded legislators of their opposition to tax increases in November 1990, when they rejected a proposal to increase tobacco taxes.

The Board of Regents of Higher Education is the governing board for all public institutions in the state. Montana also has several small, private colleges.

The Montana University System is financing the development of a computer data base to track the participation and performance of American Indians at every educational level. It also is developing a strategy to improve their involvement and achievement in postsecondary institutions.

DEMOGRAPHICS

Population: 799,065 (Rank: 44)

Age distribution:

Up to 17	27.8%
18 to 24	8.8%
25 to 44	31.3%
45 and older	32.1%

Racial and ethnic distribution:

American Indian	6.0%
Asian	0.5%
Black	0.3%
White	92.7%
Other and unknown	0.5%
Hispanic (may be any race)	1.5%

Educational attainment of adults:

At least 4 years of high school	74.4%
At least 1 to 3 years of college	36.5%
At least 4 years of college	17.5%

Per-capita personal income: $15,110

New high-school graduates in:

1991-92 (estimate)	9,086
2001-02 (estimate)	9,660

New GED diploma recipients: 1,649

High-school dropout rate: 12.7%

POLITICAL LEADERSHIP

Governor: Stan Stephens (R), term ends 1993

Governor's higher-education adviser:
Marilyn Miller, Governor's Office, State Capitol, Helena 59620; (406) 444-3111

U.S. Senators: Max Baucus (D), term ends 1997; Conrad R. Burns (R), term ends 1995

U.S. Representatives:
1 Democrat, 1 Republican
Ron Marlenee (R), Pat Williams (D)

Legislature: Senate, 29 Democrats, 21 Republicans, House, 61 Democrats, 39 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	6
Public 2-year institutions	7
Private 4-year institutions	3
Private 2-year institutions	3
Total	19

Vocational institutions: 45

Statewide coordinating board:
Montana University System
33 South Last Chance Gulch
Helena 59620
(406) 444-6570
John M. Hutchinson, commissioner of higher education

Private-college association:
None

Institutions censured by the AAUP:
None

Institutions under NCAA sanctions:
None

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	414
Associate professor	329
Assistant professor	349
Instructor	73
Lecturer	11
No rank	233
Total	1,409

Average pay of full-time professors:

At public 4-year institutions	$31,305
At public 2-year institutions	$26,029
At private 4-year institutions	$25,871
At private 2-year institutions	$24,048
At all institutions	$29,780
Men (all institutions)	$30,992
Women (all institutions)	$26,613

STUDENTS

Enrollment:

Total	37,660
At public 4-year institutions	28,461
At public 2-year institutions	4,736
At private 4-year institutions	3,231
At private 2-year institutions	1,232
Undergraduate	34,008
First-time freshmen	6,365
Graduate	3,441
Professional	211
American Indian	2,068
Asian	135
Black	141
Hispanic	269
White	32,472
Foreign	687

Enrollment highlights:

Women	52.7%
Full-time	73.9%
Minority	7.4%
Foreign	1.9%
10-year change in total enrollment	Up 18.0%

Proportion of enrollment made up of minority students:

At public 4-year institutions	4.3%
At public 2-year institutions	9.8%
At private 4-year institutions	5.7%
At private 2-year institutions	77.0%

Degrees awarded:

Associate	683
Bachelor's	3,887
Master's	674
Doctorate	57
Professional	59

Residence of new students: State residents made up 86% of all freshmen enrolled in Montana; 72% of all Montana residents who were freshmen attended college in their home state.

Test scores: Students averaged 19.8 on the A.C.T., which was taken by 54% of Montana's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$1,535
At public 2-year institutions	$877
At private 4-year institutions	$5,034
At private 2-year institutions	$1,144

Expenditures:

Public institutions	$182,102,000
Private institutions	$22,349,000

State funds for higher-education operating expenses: $116,648,000
Two-year change: Up 11%

State spending on student aid:
Need-based: $383,000; 1,100 awards
Non–need-based: None
Other: None

Salary of chief executive of largest public 4-year campus:
Michael P. Malone, Montana State University: $89,000 (1991-92)

Total spending on research and development by doctorate-granting universities: $32,450,000
Sources:

Federal government	35.6%
State and local governments	24.4%
Industry	10.0%
The institution itself	29.4%
Other	0.6%

Federal spending on education and student aid (selected programs):
Vocational and adult education $6,395,000
GI Bill $1,790,000
Pell Grants $21,701,000

Total federal spending on college- and university-based research and development: $8,534,000
Selected programs:
Department of Health and Human Services .. $1,844,000
National Science Foundation $1,962,000
Department of Defense $249,000
Department of Agriculture $2,645,000
Department of Energy $238,000

Largest endowment:
University of Montana Foundation $17,576,000

Top fund raisers:
Eastern Montana College .. $953,000
College of Great Falls $403,000

MISCELLANY

★ American Indians are the largest minority group in Montana. Seven colleges in the state are controlled by American Indian tribal councils.

★ Montana State University is the site of the Center for Interfacial Microbial Process Engineering, described by a public-relations officer as the only National Science Foundation engineering research center that studies "scum."

★ The oldest institution of higher education in Montana is Rocky Mountain College, an interdenominational institution founded in 1878.

Nebraska

IN A 1990 REFERENDUM, Nebraska's voters asked for a new state agency to help set higher education policy. State legislators responded in 1991 by endowing the state's once-enervated Coordinating Commission for Postsecondary Education with broad new powers.

On July 1 the commission became responsible for directing how public-college budget requests are presented to the legislature, determining whether new academic programs should be created or existing ones continued, and setting priorities for new campus construction projects.

The newly powerful commission is just one sign of the state's continuing effort to strengthen many regional colleges and universities, which have suffered from a lack of state support and political clout because of the hegemony of the University of Nebraska at Lincoln.

Influential members of the one-house legislature, the Unicameral, are behind the plan.

The Unicameral also took steps to bolster the state's community technical colleges, enacting a new financing equalization formula that uses state funds to supplement budgets in the poorer college districts. Six college districts operate 14 campuses throughout the state.

Even with the new commission and strengthened community colleges, the University of Nebraska remains the pre-eminent player. The state is still heavily dependent on agriculture, and the university has taken steps to upgrade its College of Technical Agriculture to reflect the growth of agribusiness. In recent years, the university has also devoted new resources to other fields, such as genetics and biomedicine.

When Kay A. Orr, a Republican, was Governor, the state pledged that it would spend $60-million over five years to build new laboratories and centers. In 1991 the new Governor, Democrat Ben Nelson, was unable to meet the $16-million target for that year because of budget problems, but lawmakers did provide $12-million for the research effort. University officials hope the planned increases will be forthcoming in future years.

Financing for the university system's general operations also will become a bigger issue, now that Kearney State College has been merged into the university system. Enrollment at the University of Nebraska–Kearney, as it is now called, has been increasing faster than its state support. While some lawmakers say the growth reflects a pent-up demand for higher education in central and western Nebraska, the situation will also create some financial pressures for the University of Nebraska Board of Regents, the university's governing board.

The Board of Trustees of State Colleges governs the three other four-year institutions. The technical colleges are run by their own boards of trustees, but as part of the 1991 reorganization, the Unicameral has established the Nebraska Technical Community College Association as the coordinating board for community colleges.

DEMOGRAPHICS

Population: 1,578,385 (Rank: 36)

Age distribution:
Up to 17 ..... 27.2%
18 to 24 ..... 9.9%
25 to 44 ..... 30.8%
45 and older 32.1%

Racial and ethnic distribution:
American Indian 0.8%
Asian 0.8%
Black 3.6%
White 93.8%
Other and unknown 1.0%
Hispanic (may be any race) ... 2.3%

Educational attainment of adults:
At least 4 years of high school 73.4%
At least 1 to 3 years of college 32.8%
At least 4 years of college 15.5%

Per-capita personal income: $17,221

New high-school graduates in:
1991-92 (estimate) 18,210
2001-02 (estimate) 19,095

New GED diploma recipients: 2,300

High-school dropout rate: 14.6%

POLITICAL LEADERSHIP

Governor: Ben Nelson (D), term ends 1995

Governor's higher-education adviser: Andrew Cunningham, State Capitol, Room 1319, P.O. Box 94601, Lincoln 68509; (402) 471-2742

U.S. Senators: J. James Exon (D), term ends 1997; J. Robert Kerrey (D), term ends 1995

U.S. Representatives:
1 Democrat, 2 Republicans
Bill Barrett (R), Doug Bereuter (R), Peter Hoagland (D)

Unicameral: Nonpartisan legislature

COLLEGES AND UNIVERSITIES

Higher education:
Public 4-year institutions 7
Public 2-year institutions 13
Private 4-year institutions 14
Private 2-year institutions 2
Total 36

Vocational institutions: 48

Statewide coordinating board:
Coordinating Commission for Postsecondary Education
State Capitol, 6th Floor
P.O. Box 95005
Lincoln 68509
(402) 471-2847
Bruce G. Stahl, executive director

Private-college association:
Association of Independent Colleges and Universities of Nebraska
521 South 14th Street, Suite 302
Lincoln 68508
(402) 434-2818
Thomas J. O'Neill, Jr., president

Institutions censured by the AAUP:
None

Institutions under NCAA sanctions:
None

FACULTY MEMBERS

Full-time faculty members by rank:
Professor 713

Continued on Following Page

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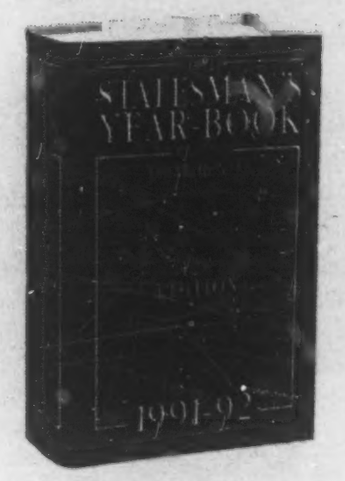

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Nebraska
CONTINUED

Associate professor	627
Assistant professor	772
Instructor	194
Lecturer	6
No rank	344
Total	2,656

Average pay of full-time professors:

At public 4-year institutions	$38,069
At public 2-year institutions	$24,603
At private 4-year institutions	$31,514
At private 2-year institutions	$19,936
At all institutions	$34,745
Men (all institutions)	$36,852
Women (all institutions)	$29,237

STUDENTS

Enrollment:

Total	108,844
At public 4-year institutions	59,221
At public 2-year institutions	32,116
At private 4-year institutions	16,824
At private 2-year institutions	683
Undergraduate	95,189
First-time freshmen	21,786
Graduate	11,655
Professional	2,629
American Indian	625
Asian	948
Black	2,520
Hispanic	1,220
White	97,630
Foreign	1,674

Enrollment highlights:

Women	54.7%
Full-time	55.8%
Minority	5.2%
Foreign	1.6%
10-year change in total enrollment	Up 25.9%

Proportion of enrollment made up of minority students:

At public 4-year institutions	4.1%
At public 2-year institutions	6.1%
At private 4-year institutions	7.1%
At private 2-year institutions	4.6%

Degrees awarded:

Associate	2,734
Bachelor's	8,406
Master's	1,776
Doctorate	248
Professional	727

Residence of new students: State residents made up 86% of all freshmen enrolled in Nebraska; 85% of all Nebraska residents who were freshmen attended college in their home state.

Test scores: Students averaged 19.6 on the A.C.T., which was taken by 69% of Nebraska's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$1,519
At public 2-year institutions	$919
At private 4-year institutions	$6,442
At private 2-year institutions	$3,410

Expenditures:

Public institutions	$537,858,000
Private institutions	$161,066,000

State funds for higher-education operating expenses: $329,121,000

Two-year change: Up 30%

State spending on student aid:
Need-based: $2,196,000; 3,328 awards
Non–need-based: None
Other: None

Salary of chief executive of largest public 4-year campus:
Jack W. Goebel (interim), University of Nebraska at Lincoln: $129,350 (1990-91)

Total spending on research and development by doctorate-granting universities: $93,916,000

Sources:

Federal government	39.2%
State and local governments	24.5%
Industry	9.7%
The institution itself	22.3%
Other	4.4%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$8,420,000
GI Bill	$3,992,000
Pell Grants	$35,317,000

Total federal spending on college- and university-based research and development: $25,763,000

Selected programs:

Department of Health and Human Services	$11,990,000
National Science Foundation	$3,966,000
Department of Defense	$655,000
Department of Agriculture	$4,971,000
Department of Energy	$578,000

Largest endowment:
University of Nebraska $178,213,000

Top fund raisers:

University of Nebraska	$37,792,000
Creighton University	$9,728,000
Nebraska Wesleyan University	$3,864,000

MISCELLANY

★ Nebraska was the first state to adopt a law that requires the National Collegiate Athletic Association to meet certain due-process standards when it investigates public colleges in the state.

★ The entertainer Johnny Carson, who often harks back to his youth on the plains of Nebraska, contributed toward the construction of a new $25-million performing-arts center at the University of Nebraska at Lincoln, and a small theater in the center is named the Johnny Carson Theater. A 1949 graduate of the institution, Mr. Carson stipulated that the value of his gift not be disclosed.

★ The University of Nebraska at Omaha is the home of the only academic center in the Western Hemisphere devoted exclusively to the study of Afghanistan.

★ The oldest institution of higher education in Nebraska is Peru State College, founded in 1867.

Nevada

THE UNIVERSITY OF NEVADA has ambitions that go beyond the basketball court.

The system has long been known for the successful men's basketball team at its Las Vegas campus and the seemingly endless fights between Jerry Tarkanian and the National Collegiate Athletic Association over allegations of rules violations.

Now the university is trying to build a record of achievement in academe to rival its winning record in college basketball. It has been lobbying legislators for extra money for salaries so it will be able to offer competitive packages to prospective faculty members. The university also is trying to lay the groundwork for a law school. But it faces a formidable obstacle—a shortage of state funds.

Enrollment in the University of Nevada, an aggressive system with four-year campuses in Reno and Las Vegas, is outpacing growth in the general population. Enrollment growth is also outstripping the state's ability to finance the system.

Higher-education and civic leaders are urging Nevada's lawmakers to look beyond the traditional sources of state income—tourism and gambling—to increase financing for higher education and other public services. If the state's ability to finance its colleges does not improve substantially, the Board of Regents of the University of Nevada system has warned it may have no choice but to limit enrollment.

The university system has made a concerted push in recent years to enhance its scientific and research facilities. In 1990 the University of Nevada at Reno began a six-year, $105-million fund-raising drive. The Las Vegas campus has shown an aptitude for attracting federal funds, including $10-million for a National Supercomputing Center for Energy and the Environment.

The Board of Regents, an elected body, governs the state's two universities and four community colleges. It also oversees the state's Desert Research Institute, which is devoted to scientific and social studies on topics related to water, energy, and geology.

Sports fans on and off the Las Vegas campus are expected to follow closely Mr. Tarkanian's final season and the selection of his successor. Mr. Tarkanian announced in June that he would serve for one more season before retiring as men's basketball coach.

DEMOGRAPHICS

Population: 1,201,833 (Rank: 39)

Age distribution:

Up to 17	24.7%
18 to 24	9.9%
25 to 44	34.5%
45 and older	30.9%

Racial and ethnic distribution:

American Indian	1.6%
Asian	3.2%
Black	6.6%
White	84.3%
Other and unknown	4.4%
Hispanic (may be any race)	10.4%

Educational attainment of adults:

At least 4 years of high school	75.5%
At least 1 to 3 years of college	35.1%
At least 4 years of college	14.4%

Per-capita personal income: $19,416

New high-school graduates in:

1991-92 (estimate)	9,886
2001-02 (estimate)	16,534

New GED diploma recipients: 2,453

High-school dropout rate: 24.2%

POLITICAL LEADERSHIP

Governor: Bob Miller (D), term ends 1995

Governor's higher-education adviser:
Eugene Paslov, Department of Education, Capitol Complex, Carson City 89710; (702) 687-3100

U.S. Senators: Richard H. Bryan (D), term ends 1995; Harry Reid (D), term ends 1993

U.S. Representatives:
1 Democrat, 1 Republican
James H. Bilbray (D), Barbara F. Vucanovich (R)

Legislature: Senate, 11 Democrats, 10 Republicans; House, 22 Democrats, 20 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	2
Public 2-year institutions	4
Private 4-year institutions	1
Private 2-year institutions	1
Total	8

Vocational institutions: 55

Statewide coordinating board:
University of Nevada System
2601 Enterprise Road
Reno 89512
(702) 784-4901
Mark H. Dawson, chancellor

Private-college association:
None

Institutions censured by the AAUP:
None

Institution under NCAA sanctions:
University of Nevada at Las Vegas

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	217
Associate professor	248
Assistant professor	244
Instructor	91
Lecturer	29
No rank	227
Total	1,056

Average pay of full-time professors:

At public 4-year institutions	$41,104
At public 2-year institutions	$33,411
At private 4-year institutions	$27,454
At private 2-year institutions	$33,250
At all institutions	$39,414
Men (all institutions)	$41,574
Women (all institutions)	$33,945

STUDENTS

Enrollment:

Total	56,471
At public 4-year institutions	27,085
At public 2-year institutions	29,099
At private 4-year institutions	264
At private 2-year institutions	23
Undergraduate	51,610
First-time freshmen	8,455
Graduate	4,666
Professional	195
American Indian	667
Asian	1,603
Black	2,242
Hispanic	2,324
White	41,304
Foreign	692

Enrollment highlights:

Women	56.2%
Full-time	30.6%
Minority	14.2%
Foreign	1.4%
10-year change in total enrollment	Up 57.1%

Proportion of enrollment made up of minority students:

At public 4-year institutions	12.1%
At public 2-year institutions	16.5%
At private 4-year institutions	n/a
At private 2-year institutions	8.0%

Degrees awarded:

Associate	885
Bachelor's	2,023
Master's	502
Doctorate	35
Professional	46

Residence of new students: State residents made up 89% of all freshmen enrolled in Nevada; 86% of all Nevada residents who were freshmen attended college in their home state.

Test scores: Students averaged 19.0 on the A.C.T., which was taken by 42% of Nevada's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$1,100
At public 2-year institutions	$522
At private 4-year institutions	$5,400
At private 2-year institutions	n/a

Expenditures:

Public institutions	$180,107,000
Private institutions	$2,448,000

State funds for higher-education operating expenses: $163,324,000

Two-year change: Up 35%

State spending on student aid:
Need-based: $400,000; 400 awards
Non–need-based: None
Other: None

Salary of chief executive of largest public 4-year campus:
Robert C. Maxson, University of Nevada at Las Vegas: $154,000 (1990-91)

Total spending on research and development by doctorate-granting universities: $34,146,000

Sources:

Federal government	51.6%
State and local governments	5.3%
Industry	12.0%
The institution itself	27.3%
Other	3.9%

Federal spending on education and student aid (selected programs):
Vocational and adult education $6,405,000
GI Bill $1,539,000
Pell Grants $13,135,000

Total federal spending on college- and university-based research and development: $13,856,000
Selected programs:
Department of Health and Human Services .. $2,682,000
National Science Foundation $2,272,000
Department of Defense $90,000
Department of Agriculture $1,211,000
Department of Energy $593,000

Largest endowment:
University of Nevada System $62,546,000

Top fund raisers:
data not reported

MISCELLANY

★ The College of Hotel Administration at the University of Nevada at Las Vegas offers numerous courses related to the gambling industry, including "Mathematics of Casino Games," "Sociology of Gambling," "Casino Operations and Management," and "Protection of Casino Tables." The latter two deal respectively with staffing and security at casinos and with ways in which people cheat.

★ A small group of students at the University of Nevada at Las Vegas won formal recognition from the student government for their openly gay fraternity called Delta Lambda Phi. The fraternity has chapters on 16 other campuses around the country.

★ The only Basque-studies program in the Western Hemisphere is at the University of Nevada at Reno. Primarily a research institute, the program is host to four to six visiting researchers in each academic year.

★ The oldest institution of higher education in the state is the University of Nevada at Reno, founded in 1874.

New Hampshire

IT WAS UNFORTUNATE TIMING when the trustees of the University of New Hampshire system chose 1991 as the year they would ask for a huge increase in state money to raise faculty salaries.

With the economy in a slump and Republican Gov. Judd Gregg demanding cutbacks from all state agencies, it was also probably clumsy politics.

The university's request prompted a spate of harangues by Governor Gregg, who accused the system of "ivory-tower budgeting" and said universities were havens for overpaid and underworked administrators and faculty members. Ultimately, the legislature approved a modest increase that requires institutions to lay off some employees and hold other positions vacant.

Later the Governor called for the ouster of the president of Keene State College because Mr. Gregg disagreed with a decision to hold the college's baccalaureate ceremony off campus to avoid mixing church and state.

Whether Mr. Gregg's rhetoric was heartfelt or expedient, higher-education officials found the criticism ironic. They have contended for years that the state shortchanges its public colleges because of its fiscal conservatism and its philosophy of looking to the private sector, rather than government, to meet as many needs as possible.

New Hampshire has no sales tax or personal income tax and ranks last in the nation in the level of state and local support for higher education on a per-capita basis. About half of all four-year students in the state are enrolled in private colleges, although some of those institutions, like Dartmouth College, draw many of their students from out of state.

Increasingly, however, the state is looking to its public colleges to help expand economic opportunities. One sign of that came in 1991 when the legislature created the University of New Hampshire Industrial Research Center, which is designed to help local businesses collaborate with university scientists in developing new products and techniques.

Public-college officials also see some hope in the legislature's recent decision to study a personal income tax.

But even if the politicians drop their long-time resistance to such a levy, it's not likely to produce a windfall for higher education. Lawmakers said they would use the revenues to help local governments reduce property taxes.

The state also has a system of vocational-technical colleges run by its own governing board. But unlike two-year college systems in some other, more-industrialized states in the Northeast, New Hampshire's system lacks the university's political clout, particularly in the legislature.

DEMOGRAPHICS

Population: 1,109,252 (Rank: 40)

Age distribution:
Up to 17 ..... 25.1%
18 to 24 ..... 10.6%
25 to 44 ..... 34.9%
45 and older 29.4%

Racial and ethnic distribution:
American Indian 0.2%
Asian 0.8%
Black 0.6%
White 98.0%
Other and unknown 0.3%
Hispanic (may be any race) ... 1.0%

Educational attainment of adults:
At least 4 years of high school 72.3%
At least 1 to 3 years of college 35.1%
At least 4 years of college 18.2%

Per-capita personal income: $20,789

New high-school graduates in:
1991-92 (estimate) 11,359
2001-02 (estimate) 13,714

New GED diploma recipients: 2,177

High-school dropout rate: 25.9%

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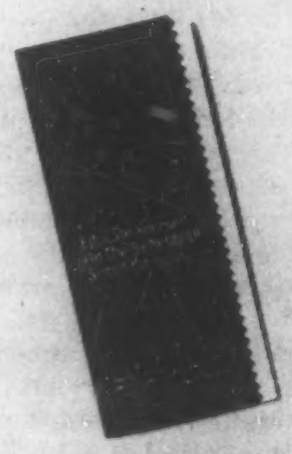

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New Hampshire
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POLITICAL LEADERSHIP

Governor: Judd Gregg (R), term ends 1993

Governor's higher-education adviser: Darcy Bryant, State House, Concord 03301; (603) 271-2121

U.S. Senators: Warren Rudman (R), term ends 1993; Bob Smith (R), term ends 1997

U.S. Representatives:
1 Democrat, 1 Republican
Dick Swett (D), William H. Zeliff, Jr. (R)

General Court: Senate, 11 Democrats, 13 Republicans; House, 135 Democrats, 265 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	5
Public 2-year institutions	7
Private 4-year institutions	12
Private 2-year institutions	5
Total	29

Vocational institutions: 28

Statewide coordinating board:
New Hampshire Postsecondary Education Commission
Two Industrial Park Drive
Concord 03301
(603) 271-2555
James A. Busselle, executive director

Private-college association:
None

Institutions censured by the AAUP:
None

Institutions under NCAA sanctions:
None

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	676
Associate professor	587
Assistant professor	545
Instructor	65
Lecturer	14
No rank	20
Total	1,907

Average pay of full-time professors:

At public 4-year institutions	$39,166
At public 2-year institutions	$28,982
At private 4-year institutions	$41,379
At private 2-year institutions	$16,851
At all institutions	$38,783
Men (all institutions)	$41,240
Women (all institutions)	$32,750

STUDENTS

Enrollment:

Total	58,600
At public 4-year institutions	24,688
At public 2-year institutions	8,201
At private 4-year institutions	24,432
At private 2-year institutions	1,279
Undergraduate	50,714
First-time freshmen	10,425
Graduate	7,236
Professional	650
American Indian	190
Asian	541
Black	611
Hispanic	647
White	52,433
Foreign	912

Enrollment highlights:

Women	53.3%
Full-time	57.7%
Minority	3.7%
Foreign	1.6%
10-year change in total enrollment	Up 39.2%

Proportion of enrollment made up of minority students:

At public 4-year institutions	1.6%
At public 2-year institutions	1.6%
At private 4-year institutions	6.4%
At private 2-year institutions	3.1%

Degrees awarded:

Associate	2,334
Bachelor's	6,797
Master's	1,754
Doctorate	87
Professional	154

Residence of new students: State residents made up 49% of all freshmen enrolled in New Hampshire; 58% of all New Hampshire residents who were freshmen attended college in their home state.

Test scores: Students averaged 921 on the S.A.T., which was taken by 75% of New Hampshire's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$2,196
At public 2-year institutions	$1,608
At private 4-year institutions	$10,299
At private 2-year institutions	$4,050

Expenditures:

Public institutions	$183,959,000
Private institutions	$264,440,000

State funds for higher-education operating expenses: $72,959,000
Two-year change: Up 1%

State spending on student aid:
Need-based: $775,000; 1,544 awards
Non–need-based: $10,000; 10 awards
Other: $694,000

Salary of chief executive of largest public 4-year campus:
Dale F. Nitzschke, University of New Hampshire: $120,000 (1991-92)

Total spending on research and development by doctorate-granting universities: $62,172,000
Sources:

Federal government	67.3%
State and local governments	4.3%
Industry	4.7%
The institution itself	15.0%
Other	8.7%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$6,500,000
GI Bill	$1,340,000
Pell Grants	$6,299,000

Total federal spending on college- and university-based research and development: $36,766,000
Selected programs:

Department of Health and Human Services	$19,232,000
National Science Foundation	$4,271,000
Department of Defense	$2,400,000
Department of Agriculture	$1,661,000
Department of Energy	$1,041,000

Largest endowment:

Dartmouth College	$593,952,000

Top fund raisers:

Dartmouth College	$51,145,000
Colby-Sawyer College	$2,158,000
St. Anselm College	$1,647,000

MISCELLANY

★ As part of a consent decree with the U.S. Justice Department, Dartmouth College, along with the other Ivy League institutions, agreed in 1991 to stop setting financial-aid policies with other institutions and to stop comparing its student-aid packages with other institutions'.

★ Alexander Solzhenitsyn made a rare public appearance in 1991 to accept an honorary degree from Dartmouth.

★ The last year saw Laurel Thatcher Ulrich, an associate professor of history at the University of New Hampshire, win many honors for her book *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812*. The book won Columbia University's Bancroft Prize, the Pulitzer Prize for history, the Berkshire Conference of Women Historians' annual book award, and two of the American Historical Association's top awards—for the best book on U.S. history and the best work on Canada, the United States, or Latin America.

★ Randy Olson, an assistant professor of zoology at the University of New Hampshire, is trying to popularize marine biology through such projects as a film on how to eat lobsters and a music video about barnacles.

★ Dartmouth College, founded in 1769, is the oldest higher-education institution in New Hampshire.

New Jersey

THE 1980's will go down in New Jersey's history as the decade in which college officials and lawmakers dramatically improved the state's public institutions.

But so far it appears that the 1990's may be remembered as a time in which college officials and lawmakers battled a recession and struggled not to lose ground in academic quality or student access to higher education.

Gov. Jim Florio's first two years in office have been tumultuous. Faced with a $3-billion revenue shortfall in 1990, the Democratic Governor cut state spending and raised taxes—much to the outrage of the public-employee unions and faculty associations that had backed his gubernatorial campaign. The spending cuts led to steep tuition increases in a state where the cost of attending a public institution was already above the national average.

The Governor was not able to restore financing for fiscal 1992. But he dropped his initial proposal for an 8-per-cent cut in postsecondary-education funds and left higher education with a budget that was just slightly lower than the one for fiscal 1991. The budget also increased student aid to compensate for expected tuition increases.

The state Board of Higher Education has been trying to balance institutional needs for more revenue through tuition increases against complaints from students and others that more and more New Jersey residents are being priced out of a public-college education.

On the one hand, the board revised a 13-year policy that had limited total tuition revenue to 30 per cent of an institution's operating costs. Under the new policy, colleges may temporarily exceed the limit, but they must submit reports to the board on how the extra money is being spent. The colleges must also outline a plan for reducing tuition to 30 per cent or less of their operating costs.

On the other hand, the board imposed an informal tuition cap. It announced that the Governor's budget increase for the state's student-aid program would provide enough new aid money to pay for the needs of students only if tuition increases were limited to 9 per cent this academic year at public institutions.

The board said that institutions that increased their 1991-92 tuition charges by more than 9 per cent must provide any additional financial aid required for needy students from other sources, such as institutional or federal funds. As a result, many colleges are keeping their tuition increases near or below the board's informal cap.

New Jersey has had a strong tradition of private higher education since the founding of Princeton University in 1746. Under the leadership of a former Governor, Thomas H. Kean, Drew University is becoming more prominent. Other important private institutions include Rider College and Fairleigh Dickinson and Seton Hall Universities.

But like New Jersey's public institutions, some of the private colleges are experiencing financial difficulties. Fairleigh Dickinson is trimming its faculty by 15 per cent, reducing its enrollment, and reorganizing its three campuses as part of a plan to reduce a $31-million deficit. Financially ailing Westminster Choir College is merging with Rider College. In addition, falling real-estate prices have prompted many institutions in the Northeast, including Princeton, to reduce estimates of the value of their investments.

The state also has a long political tradition of strong local governments, which has led state leaders to eschew a statewide community-college system in favor of one that is controlled and financed largely by localities.

The Board of Higher Education coordinates postsecondary education. Its staff is the Department of Higher Education, headed by a chancellor who is a member of the Governor's cabinet. There are 31 governing boards for public institutions.

DEMOGRAPHICS

Population: 7,730,188 (Rank: 9)

Age distribution:

Up to 17	23.3%
18 to 24	10.1%
25 to 44	33.1%
45 and older	33.5%

Racial and ethnic distribution:

American Indian	0.2%
Asian	3.5%
Black	13.4%
White	79.3%
Other and unknown	3.6%
Hispanic (may be any race)	9.6%

Educational attainment of adults:

At least 4 years of high school	67.4%
At least 1 to 3 years of college	31.5%
At least 4 years of college	18.3%

Per-capita personal income: $24,968

New high-school graduates in:

1991-92 (estimate)	78,401
2001-02 (estimate)	84,875

New GED diploma recipients: 8,146

High-school dropout rate: 22.6%

POLITICAL LEADERSHIP

Governor: Jim Florio (D), term ends 1994

Governor's higher-education adviser: Elizabeth Garlatti, State House, CN-001, Trenton 08625; (609) 777-1243

U.S. Senators: Bill Bradley (D), term ends 1997; Frank R. Lautenberg (D), term ends 1995

U.S. Representatives:
8 Democrats, 6 Republicans
Robert E. Andrews (D), Bernard J. Dwyer (D), Dean A. Gallo (R), Frank J. Guarini (D), William J. Hughes (D), Frank Pallone, Jr. (D), Donald M. Payne (D), Matthew J. Rinaldo (R), Robert A. Roe (D), Marge Roukema (R), Jim Saxton (R), Christopher H. Smith (R), Robert G. Torricelli (D), Dick Zimmer (R)

Legislature: Senate, 23 Democrats, 17 Republicans; House, 43 Democrats, 37 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	14
Public 2-year institutions	19
Private 4-year institutions	25
Private 2-year institutions	4
Total	62

Vocational institutions: 192

Statewide coordinating board:
Board of Higher Education
20 West State Street, CN542
Trenton 08625
(609) 292-4310
Edward D. Goldberg, chancellor

Private-college association:
Association of Independent Colleges and Universities in New Jersey
P.O. Box 206
Summit 07902
(908) 277-3738
John B. Wilson, president

Institutions censured by the AAUP:
Camden County College, Rider College

Institution under NCAA sanctions:
Upsala College

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	2,804
Associate professor	2,595
Assistant professor	2,441

Instructor	466
Lecturer	188
No rank	40
Total	8,534

Average pay of full-time professors:

At public 4-year institutions	$46,741
At public 2-year institutions	$39,293
At private 4-year institutions	$46,510
At private 2-year institutions	n/a
At all institutions	$45,136
Men (all institutions)	$48,127
Women (all institutions)	$38,994

STUDENTS

Enrollment:

Total	314,091
At public 4-year institutions	135,101
At public 2-year institutions	118,443
At private 4-year institutions	56,648
At private 2-year institutions	3,899
Undergraduate	266,876
First-time freshmen	48,241
Graduate	41,075
Professional	6,140
American Indian	847
Asian	11,196
Black	28,831
Hispanic	17,894
White	232,047
Foreign	11,825

Enrollment highlights:

Women	55.2%
Full-time	49.9%
Minority	20.2%
Foreign	3.9%
10-year change in total enrollment	Up 0.5%

Proportion of enrollment made up of minority students:

At public 4-year institutions	20.6%
At public 2-year institutions	21.8%
At private 4-year institutions	16.0%
At private 2-year institutions	23.4%

Degrees awarded:

Associate	9,337
Bachelor's	22,898
Master's	7,024
Doctorate	747
Professional	1,613

Residence of new students: State residents made up 86% of all freshmen enrolled in New Jersey; 58% of all New Jersey residents who were freshmen attended college in their home state.

Test scores: Students averaged 886 on the S.A.T., which was taken by 74% of New Jersey's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$2,511
At public 2-year institutions	$1,130
At private 4-year institutions	$9,398
At private 2-year institutions	$6,748

Expenditures:

Public institutions	$1,406,490,000
Private institutions	$714,733,000

State funds for higher-education operating expenses: $1,055,893,000

Two-year change: Down 7%

State spending on student aid:

Need-based: $95,834,000; 58,754 awards

Non–need-based: $6,246,000; 5,046 awards

Other: None

Salary of chief executive of largest public 4-year campus:

Francis L. Lawrence, Rutgers University at New Brunswick: $170,000 (1991-92)

Total spending on research and development by doctorate-granting universities: $283,087,000

Sources:

Federal government	41.8%
State and local governments	15.9%
Industry	5.9%
The institution itself	29.2%
Other	7.2%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$31,763,000
GI Bill	$3,769,000
Pell Grants	$66,839,000

Total federal spending on college- and university-based research and development: $104,853,000

Selected programs:

Department of Health and Human Services	$47,115,000
National Science Foundation	$24,902,000
Department of Defense	$12,728,000
Department of Agriculture	$3,726,000
Department of Energy	$5,418,000

Largest endowment:

Princeton University	$2,527,140,000

Top fund raisers:

Princeton University	$75,164,000
Rutgers University	$27,229,000
Drew University	$9,253,000

MISCELLANY

★ As part of a consent decree with the U.S. Justice Department, Princeton University, along with the other Ivy League institutions, agreed in 1991 to stop setting financial-aid policies with other institutions and to stop comparing their student-aid packages with those of other institutions.

★ The John von Neumann Supercomputing Center was closed by the National Science Foundation in 1990, but its computer network, now part of Princeton University, has been designated as the preferred network for all colleges and universities in New Jersey.

★ Students with drug and alcohol problems can check into a Rutgers University program that helps them deal with addiction while they attend academic classes.

★ Princeton, N.J., is the headquarters of the National Association of Scholars, a group whose members oppose what they say is an academic climate that promotes "politically correct" thinking.

★ Princeton University is the oldest institution of higher education in New Jersey. It was founded in 1746.

New Mexico

SERVING MINORITY college students is of increasing importance to state officials in New Mexico. About 40 per cent of the state's residents are Hispanic—as are the leaders of New Mexico's Senate and House of Representatives.

That proportion is reflected in the kinds of programs being developed by the Commission on Higher Education and in the pressure felt by college presidents to make diversity and affirmative action top priorities.

The Commission on Higher Education, for example, has started a program in which the state will provide annual $25,000 stipends to mi-

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New Mexico
CONTINUED

nority students pursuing doctoral degrees. Up to four students will be selected to participate in the program; they will repay the state by teaching a year at New Mexico State University for each year the state provided a stipend.

The commission is exploring a number of avenues to increase the state's college-going rate. For example, high-school students now may enroll in college courses. There is also a continuing effort to improve transfer rates from the state's two-year colleges to its four-year institutions.

Financing of higher education, especially of capital improvements, remains a concern. Gov. Bruce King, a Democrat, signed a budget for fiscal 1992 that gives higher education a 4.2-per-cent increase. But the Legislature did not provide any money for capital improvements.

Now higher-education officials and their political allies are debating whether they should try to persuade voters to support a bond measure to finance important projects. In 1990, voters rejected a measure to provide $27.3-million to renovate facilities and construct new buildings at public colleges and universities.

Meanwhile, Richard E. Peck, the University of New Mexico's president, has been working to improve the quality of the institution and to resolve complaints about its affirmative-action policies.

More than any other institution in the state, the University of New Mexico has felt the political impact of the demographic changes. While Mr. Peck, who began his second year in office on July 1, has made some progress, the institution continues to be criticized by Hispanics for moving too slowly to recruit Hispanic students and faculty members. It also has been criticized by white faculty members for going too far in its zeal to become more pluralistic.

But Mr. Peck is trying to proceed with his goal of making the institution a model of cultural diversity. Among his appointments was that of a Hispanic, Leo M. Romero, as dean of the university's law school.

The Commission on Higher Education, whose members are appointed by the Governor, is the statewide coordinating agency for colleges and universities. The state has 11 governing boards for public institutions.

Only three private, non-profit colleges operate in the state. One is St. John's College in Santa Fe, which is affiliated with St. John's College in Maryland.

DEMOGRAPHICS

Population: 1,515,069 (Rank: 37)

Age distribution:

Up to 17	29.5%
18 to 24	10.0%
25 to 44	32.0%
45 and older	28.5%

Racial and ethnic distribution:

American Indian	8.9%
Asian	0.9%
Black	2.0%
White	75.6%
Other and unknown	12.6%
Hispanic (may be any race)	38.2%

Educational attainment of adults:

At least 4 years of high school	68.9%
At least 1 to 3 years of college	34.7%
At least 4 years of college	17.6%

Per-capita personal income: $14,228

New high-school graduates in:

1991-92 (estimate)	16,709
2001-02 (estimate)	21,073

New GED diploma recipients: 3,965

High-school dropout rate: 28.1%

POLITICAL LEADERSHIP

Governor: Bruce King (D), term ends 1995

Governor's higher-education adviser:
Caroline Gaston, Governor's Office, Capitol Building, Santa Fe 87503; (505) 827-3114

U.S. Senators: Jeff Bingaman (D), term ends 1995; Pete V. Domenici (R), term ends 1997

U.S. Representatives:
1 Democrat, 2 Republicans
Bill Richardson (D), Steven Schiff (R), Joe Skeen (R)

Legislature: Senate, 26 Democrats, 16 Republicans; House, 49 Democrats, 21 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	6
Public 2-year institutions	16
Private 4-year institutions	4
Private 2-year institutions	0
Total	26

Vocational institutions: 39

Statewide coordinating board:
Commission on Higher Education
1068 Cerrillos Road
Santa Fe 87501
(505) 827-7383
Kathleen M. Kies, executive director

Private-college association:
New Mexico Association of Independent Colleges
P.O. Box 3593
Albuquerque 87190
(505) 473-6271
Robert E. Rhodes, executive director

Institutions censured by the AAUP:
None

Institutions under NCAA sanctions:
None

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	551
Associate professor	511
Assistant professor	575
Instructor	177
Lecturer	80
No rank	229
Total	2,123

Average pay of full-time professors:

At public 4-year institutions	$37,099
At public 2-year institutions	$27,328
At private 4-year institutions	$29,226
At private 2-year institutions	$21,911
At all institutions	$34,661
Men (all institutions)	$36,492
Women (all institutions)	$30,002

STUDENTS

Enrollment:

Total	81,350
At public 4-year institutions	47,591
At public 2-year institutions	31,768
At private 4-year institutions	1,991
At private 2-year institutions	0
Undergraduate	70,425
First-time freshmen	11,378
Graduate	10,310
Professional	615
American Indian	4,546
Asian	929
Black	1,667
Hispanic	20,221
White	50,647
Foreign	1,440

Enrollment highlights:

Women	54.9%
Full-time	54.6%
Minority	35.1%
Foreign	1.8%
10-year change in total enrollment	Up 44.8%

Proportion of enrollment made up of minority students:

At public 4-year institutions	30.7%
At public 2-year institutions	41.9%
At private 4-year institutions	33.4%
At private 2-year institutions	n/a

Degrees awarded:

Associate	1,698
Bachelor's	4,959
Master's	1,868
Doctorate	217
Professional	181

Residence of new students: State residents made up 84% of all freshmen enrolled in New Mexico; 82% of all New Mexico residents who were freshmen attended college in their home state.

Test scores: Students averaged 17.8 on the A.C.T., which was taken by 55% of New Mexico's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$1,326
At public 2-year institutions	$496
At private 4-year institutions	$7,335
At private 2-year institutions	n/a

Expenditures:

Public institutions	$456,600,000
Private institutions	$16,500,000

State funds for higher-education operating expenses: $335,466,000
Two-year change: Up 21%

State spending on student aid:
Need-based: $7,257,000; 9,156 awards
Non–need-based: $3,990,000; 2,150 awards
Other: $2,177,000

Salary of chief executive of largest public 4-year campus:
Richard E. Peck, University of New Mexico: $138,375 (1991-92)

Total spending on research and development by doctorate-granting universities: $136,189,000

Sources:

Federal government	56.4%
State and local governments	10.7%
Industry	12.1%
The institution itself	13.1%
Other	7.7%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$9,171,000
GI Bill	$3,605,000
Pell Grants	$36,614,000

Total federal spending on college- and university-based research and development: $56,163,000

Selected programs:

Department of Health and Human Services	$9,584,000
National Science Foundation	$5,416,000
Department of Defense	$15,658,000
Department of Agriculture	$2,530,000
Department of Energy	$1,894,000

Largest endowment:

University of New Mexico	$57,542,000

Top fund raisers:

University of New Mexico	$13,681,000
New Mexico Military Institute	$2,962,000
New Mexico State University	$2,918,000

MISCELLANY

★ The largest number of American Indians enrolled on the main campus of any university in the country is at the University of New Mexico, where 833 American Indians students make up 3.4 per cent of the total enrollment.

★ The University of New Mexico is the first and only university in the country to offer a bachelor's degree in Flamenco dance.

★ The Los Alamos National Laboratory in Los Alamos, one of three national laboratories that the University of California operates for the Energy Department, grew out of federal nuclear research in the 1940's that led to the development of the atomic bomb.

★ The oldest institution of higher education in the state is the New Mexico State University main campus, founded in 1888.

New York

THERE'S NOTHING SIMPLE about higher education in New York, or the political and financial issues that bedevil it.

The Empire State has an unusually diverse and sophisticated array of institutions. It has major private research universities like Columbia, Cornell, and New York Universities; private liberal-arts institutions like Colgate University and Vassar and Bard Colleges; and several of the nation's leading institutions for religious training, including the Jewish and Union Theological Seminaries.

It is also home to two mammoth public-university systems. Together they operate 85 campuses, stretching from the gritty streets of the Bronx to the bucolic countryside of Oneonta.

Traditionally the State of New York has shown a willingness to become involved in higher-education affairs, particularly as the financier of student aid to those attending private colleges.

But the state's dire financial condition is now complicating matters for the private institutions and creating havoc for the public colleges. In 1991, New York abolished a well-known merit-scholarship program that had been in place for 78 years, slashed need-based financial aid that benefits both public- and private-college students, and reduced by about a third the operating support it provides to private colleges.

Budgets for the State University of New York, the nation's largest system with 64 campuses, and the City University of New York, the third-largest, were also cut back dramatically. In response, the two systems were forced to increase tuition steeply.

The decision to raise tuition was especially controversial at CUNY, which until the mid-1970's charged no tuition at all and still prides itself as the college of opportunity for immigrants and the working class of New York City. The CUNY student body has a substantial number of black, Hispanic, and Caribbean students, many of whom fear the state is withdrawing its historic commitment to public higher education at the very time minority students are enrolling in greater numbers.

The problems are especially acute at CUNY's two-year colleges, since their other source of financing—New York City—is also struggling with giant budget problems.

At the same time, many are wondering whether the cuts in financial aid are a one-time occurrence or a signal of retrenchment by a state that has historically been a national leader in providing financial aid.

At SUNY, which tends to serve more students from middle-class families, the Board of Trustees for the first time adopted a tuition policy, which calls for small but regular increases in future years.

The budget troubles of the public colleges illustrate political contradictions in the leadership of Gov. Mario M. Cuomo. The Governor, a Democrat serving his third term, has long said he would like to make the public colleges free, but he has

never proposed budgets that would allow them to be. In 1991 his proposed budgets would have cut higher education further, if the Legislature—often more responsive to lobbyists than to Mr. Cuomo—had not stepped in to restore some money.

Well-organized and politically active faculty unions and student groups play a major role in the lobbying that accompanies higher-education budget making. The private-college lobby is large and equally aggressive.

Higher education in New York City also benefits from the state's role as a center of philanthropy and the arts. The New York Public Library is a national center for humanities research, and the city is home to the Ford, Andrew W. Mellon, and Rockefeller Foundations and to the Carnegie Corporation of New York.

The state also began the truth-in-testing movement, with a law that requires the producers of standardized tests to make public their questions and answers after the tests have been administered. While the law has been challenged as a threat to federal copyright privileges, the disclosure rules remain in effect.

Cornell, a private university that operates four SUNY units, is the state's land-grant institution. Separate boards of trustees govern SUNY and CUNY. Both systems include community colleges, comprehensive colleges, and professional schools. The systems also include research institutions; one of them, SUNY-Buffalo, was named to the select ranks of the Association of American Universities in 1989. Five other institutions in New York, all of them private, already were members.

DEMOGRAPHICS

Population: 17,990,455 (Rank: 2)

Age distribution:

Up to 17	23.7%
18 to 24	10.9%
25 to 44	32.6%
45 and older	32.8%

Racial and ethnic distribution:

American Indian	0.3%
Asian	3.9%
Black	15.9%
White	74.4%
Other and unknown	5.5%
Hispanic (may be any race)	12.3%

Educational attainment of adults:

At least 4 years of high school	66.3%
At least 1 to 3 years of college	32.2%
At least 4 years of college	17.9%

Per-capita personal income: $21,975

New high-school graduates in:

1991-92 (estimate)	158,845
2001-02 (estimate)	176,249

New GED diploma recipients: 35,727

High-school dropout rate: 37.7%

POLITICAL LEADERSHIP

Governor: Mario M. Cuomo (D), term ends 1995

Governor's higher-education adviser: Daniel Kinley, State Capitol, Executive Chamber, Albany 12224; (518) 474-3321

U.S. Senators: Alfonse M. D'Amato (R), term ends 1993; Daniel Patrick Moynihan (D), term ends 1995

U.S. Representatives:
21 Democrats, 13 Republicans
Gary L. Ackerman (D), Sherwood L. Boehlert (R), Thomas J. Downey (D), Eliot L. Engel (D), Hamilton Fish, Jr. (R), Floyd H. Flake (D), Benjamin A. Gilman (R), Bill Green (R), George J. Hochbrueckner (D), Frank Horton (R), Amo Houghton (R), John J. LaFalce (D), Norman F. Lent (R), Nita M. Lowey (D), Thomas J. Manton (D), David O'B. Martin (R), Raymond J. McGrath (R), Matthew F. McHugh (D), Michael R. McNulty (D), Susan Molinari (R), Robert J. Mrazek (D), Henry J. Nowak (D), Major R. Owens (D), Bill Paxon (R), Charles B. Rangel (D), James H. Scheuer (D), Charles E. Schumer (D), José E. Serrano (D), Louise McIntosh Slaughter (D), Stephen J. Solárz (D), Gerald B. H. Solomon (R), Edolphus Towns (D), James T. Walsh (R), Ted Weiss (D)

Legislature: Senate, 26 Democrats, 35 Republicans; House, 95 Democrats, 55 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	42
Public 2-year institutions	48
Private 4-year institutions	186
Private 2-year institutions	50
Total	326

Vocational institutions: 356

Statewide coordinating board:
New York State Education Department
Cultural Education Center
Room 5B28
Albany 12230
(518) 474-5851
Donald J. Nolan, deputy commissioner for higher and continuing education

Private-college association:
Commission on Independent Colleges and Universities in New York
17 Elk Street
P.O. Box 7289
Albany 12224
(518) 436-4781
C. Mark Lawton, president

Institutions censured by the AAUP:
New York University, State University of New York, Yeshiva University

Institutions under NCAA sanctions:
Adelphi University, State University of New York College at Plattsburgh

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	12,637
Associate professor	10,268
Assistant professor	9,540
Instructor	2,019
Lecturer	1,175
No rank	376
Total	36,015

Average pay of full-time professors:

At public 4-year institutions	$49,452
At public 2-year institutions	$41,741
At private 4-year institutions	$42,631
At private 2-year institutions	$25,709
At all institutions	$44,557
Men (all institutions)	$47,258
Women (all institutions)	$38,535

Continued on Following Page

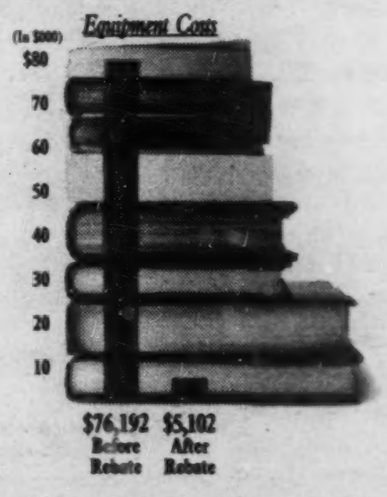
"Saving Money and Energy was Elementary. And Secondary."

Dan Shuler, Superintendent of Buildings & Grounds, Albion Central Schools

Here's a very simple lesson in the mathematics of saving.

Last summer, the Albion Central School District in Albion, New York, participated in the Energy-Saving Lighting Program, part of the Niagara Mohawk Reducing Plan™ for Business. In the process, 3500 ballasts and 75 fluorescent exit light fixtures were retrofitted in the elementary, middle, and high school. Now check out these numbers: The total project cost to Albion, after almost $72,000 in rebates from Niagara Mohawk, was just a little more than $5000. Three schools, 3500 ballasts, and 75 fluorescent exit lights — for just a little more than $5000.

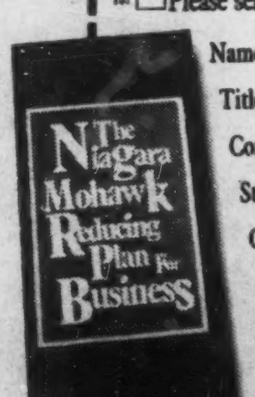
Ballasts as old as 20 and 30 years were replaced with energy-efficient lighting systems.



Niagara Mohawk reimbursed the Albion Central School District 92% of the project's cost.

Better still, the project will result in energy savings of almost $14,000 a year. Which means the retrofitting will pay for itself in a few short months, and Albion will go on to save 10% of its yearly energy costs.

Now can you afford not to learn from that lesson? If you'd like more information on participating in the Niagara Mohawk Reducing Plan™ for Business, fill out the coupon or call 1-800-NIAGARA, Ext. 228 today.



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101 ☐ Please send me information on the Energy-Saving Lighting Program

Name _____

Title _____

Company _____

Street _____

City _____ State _____ Zip _____

Phone _____ Best time to call _____

Niagara Mohawk Account Number ☐☐☐☐ ☐☐☐☐ ☐☐☐ ☐☐☐ ☐ (needed for faster service)

Or call 1-800-NIAGARA (1-800-642-4272) Ext. 228.

Mail to: Niagara Mohawk Power Corporation
Niagara Mohawk Reducing Plan™ for Business
ATTN: Inquiry Dept., 300 Erie Blvd. West
Syracuse, NY 13202-7904

Niagara Mohawk
Helping you get the best of energy.

©1991 Niagara Mohawk Power Corporation

Sources and notes appear on Page 104

New York
CONTINUED

STUDENTS

Enrollment:

Total	1,018,130
At public 4-year institutions	358,538
At public 2-year institutions	242,049
At private 4-year institutions	394,521
At private 2-year institutions	23,022
Undergraduate	828,344
First-time freshmen	162,398
Graduate	163,025
Professional	26,761
American Indian	3,619
Asian	44,043
Black	111,000
Hispanic	70,739
White	742,572
Foreign	35,438

Enrollment highlights:

Women	55.4%
Full-time	61.9%
Minority	23.6%
Foreign	3.5%
10-year change in total enrollment	Up 5.5%

Proportion of enrollment made up of minority students:

At public 4-year institutions	29.2%
At public 2-year institutions	24.3%
At private 4-year institutions	17.0%
At private 2-year institutions	37.1%

Degrees awarded:

Associate	45,465
Bachelor's	87,719
Master's	34,442
Doctorate	3,579
Professional	7,046

Residence of new students: State residents made up 64% of all freshmen enrolled in New York; 80% of all New York residents who were freshmen attended college in their home state.

Test scores: Students averaged 881 on the S.A.T., which was taken by 75% of New York's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$1,460
At public 2-year institutions	$1,412
At private 4-year institutions	$9,517
At private 2-year institutions	$5,544

Expenditures:

Public institutions	$3,802,602,000
Private institutions	$5,594,159,000

State funds for higher-education operating expenses: $3,142,943,000

Two-year change: Up 3%

State spending on student aid:
Need-based: $408,000,000; 330,630 awards
Non–need-based: $30,739,000; 65,620 awards
Other: $385,000

Salary of chief executive of largest public 4-year campus:
William R. Greiner (interim), State University of New York at Buffalo: $134,000 (1991-92)

Total spending on research and development by doctorate-granting universities: $1,332,139,000

Sources:

Federal government	65.1%
State and local governments	5.2%
Industry	5.3%
The institution itself	12.9%
Other	11.5%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$81,216,000
GI Bill	$11,469,000
Pell Grants	$372,653,000

Total federal spending on college- and university-based research and development: $794,873,000

Selected programs:

Department of Health and Human Services	$517,965,000
National Science Foundation	$114,133,000
Department of Defense	$67,909,000
Department of Agriculture	$9,576,000
Department of Energy	$41,594,000

Largest endowment:

Columbia University	$1,494,938,000

Top fund raisers:

Cornell University	$161,338,000
Columbia University	$123,225,000
New York University	$74,676,000

MISCELLANY

★ As part of a consent decree with the U.S. Justice Department, Columbia and Cornell Universities, along with the other Ivy League institutions, agreed in 1991 to stop setting financial-aid policies with other institutions and to stop comparing their student-aid packages with other institutions'.

★ The University of Rochester has a program called Take Five in which 40 undergraduates a year are granted a fifth year of undergraduate study—free of charge—to seek a broad liberal-arts education. The program is designed for students whose major requirements would take so much time that it would be difficult for them to take many courses outside of their major.

★ New York City is the American base of many foreign colleges that raise money in the United States. Among the institutions with offices here are the American University in Cairo, the American University of Beirut, Hebrew University, Oxford University, and the University of Cape Town.

★ Molloy College has established a unique program to help Soviet émigrés get their nursing licenses.

★ The oldest higher-education institution in New York is Columbia University, founded in 1754.

North Carolina

TO UNDERSTAND higher education in North Carolina, it helps to consider the economic transformations that have taken place in the state.

Higher education has been instrumental in helping to diversify the state's economy, long dominated by agriculture and manufacturing. This is particularly true of the institutions that define the "Research Triangle": the University of North Carolina at Chapel Hill and Duke and North Carolina State Universities. The triangle draws heavily on the universities' expertise and has brought many high-technology organizations to the region. Those companies, in turn, promote cutting-edge research at the universities.

In recent years, the relationship between business and higher education has been especially visible in the 58-campus community-college system. Known for their aggressive role in providing literacy training to adults, the colleges have become leaders in the movement to provide basic-skills training at people's workplaces. Today the state has more than 700 sites where "work-place literacy" courses are offered, including many textile mills which are becoming more mechanized and require trained workers to operate complicated equipment.

Community-college leaders also have been key players in the state's efforts to train workers for the growing service industry and for specialized fields such as tool manufacturing and horse breeding. Lawmakers have responded generously to the colleges' push for more money to upgrade academic programs, raise faculty pay, and recruit more minority students—even in 1991, when the state faced a major deficit.

While providing money for special community-college programs, the state has been forced to cut

spending for general operations and has called on institutions to raise their tuition to accommodate substantial enrollment growth. In the 1990-91 academic year, both the community colleges and the University of North Carolina system were forced to make midyear budget cuts because of the state's financial problems.

Although North Carolina raised its sales tax to 6 per cent, from 5 per cent, and increased tobacco and liquor levies, most of the new revenue went toward closing the deficit.

Raising tuition is an especially sensitive issue in North Carolina, where fees for attending public colleges are among the lowest in the country. Members of the General Assembly take seriously the requirement in the state Constitution that it is their responsibility to make higher education free of expense "as far as practicable." Attempts to tamper with that philosophy are strongly opposed by the politically powerful university system.

Gov. James G. Martin, a Republican, learned that lesson in 1991, when he proposed allowing individual campuses more authority to set tuition policies. The plan was rejected, in part because of concerns that it would favor Chapel Hill and North Carolina State's campuses, which have a lot of students, while hurting small, rural campuses and historically black institutions whose students often come from needy families. The state has five public historically black institutions.

The General Assembly did agree to let the university system designate an as-yet-unspecified number of "special responsibility campuses." Those institutions would be given greater authority in how they spend their money, and would be authorized to carry over into the next budget year any money they don't spend. The measure was introduced at the behest of officials at Chapel Hill, whose pre-eminent standing in the system is sometimes resented by other campuses.

Duke is the best-known private university in North Carolina. The state is also home to many religiously affiliated institutions, such as Wake Forest and Campbell Universities, and seven private, traditionally black institutions, including Johnson C. Smith and Shaw Universities.

The University of North Carolina is governed by a single board, although each campus has its own advisory board. The community colleges are locally controlled, but are coordinated by a statewide board.

DEMOGRAPHICS

Population: 6,628,637 (Rank: 10)

Age distribution:

Up to 17	24.2%
18 to 24	11.8%
25 to 44	32.5%
45 and older	31.5%

Racial and ethnic distribution:

American Indian	1.2%
Asian	0.8%
Black	22.0%
White	75.6%
Other and unknown	0.5%
Hispanic (may be any race)	1.2%

Educational attainment of adults:

At least 4 years of high school	54.8%
At least 1 to 3 years of college	27.0%
At least 4 years of college	13.2%

Per-capita personal income: $16,203

New high-school graduates in:

1991-92 (estimate)	63,676
2001-02 (estimate)	64,837

New GED diploma recipients: 11,981

High-school dropout rate: 33.3%

POLITICAL LEADERSHIP

Governor: James G. Martin (R), term ends 1993

Governor's higher-education adviser:
George A. Kahdy, 116 West Jones Street, Raleigh 27603; (919) 733-5811

U.S. Senators: Jesse Helms (R), term ends 1997; Terry Sanford (D), term ends 1993

U.S. Representatives:
7 Democrats, 4 Republicans
Cass Ballenger (R), Howard Coble (R), W.G. (Bill) Hefner (D), Walter B. Jones (D), H. Martin Lancaster (D), J. Alex McMillan (R), Stephen L. Neal (D), David E. Price (D), Charlie Rose (D), Charles H. Taylor (R), Tim Valentine (D)

General Assembly: Senate, 36 Democrats, 14 Republicans; House, 82 Democrats, 37 Republicans, 1 Independent

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	16
Public 2-year institutions	58
Private 4-year institutions	37
Private 2-year institutions	15
Total	126

Vocational institutions: 72

Statewide coordinating boards:
University of North Carolina
General Administration
P.O. Box 2688
Chapel Hill 27515
(919) 962-6981
C. D. Spangler, president

State Department of Community Colleges
200 West Jones Street
Raleigh 27603
(919) 733-7051
Robert W. Scott, president

Private-college association:
North Carolina Association of Independent Colleges and Universities
879A Washington Street
Raleigh 27605
(919) 832-5817
John T. Henley, president

Institutions censured by the AAUP:
Southeastern Baptist Theological Seminary, Wingate College

Institution under NCAA sanctions:
North Carolina State University

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	2,604
Associate professor	2,423
Assistant professor	2,367
Instructor	357
Lecturer	548
No rank	1,328
Total	9,627

Average pay of full-time professors:

At public 4-year institutions	$40,473
At public 2-year institutions	$24,915
At private 4-year institutions	$34,592
At private 2-year institutions	$17,948
At all institutions	$37,207
Men (all institutions)	$40,187
Women (all institutions)	$31,326

STUDENTS

Enrollment:

Total	345,401
At public 4-year institutions	144,413
At public 2-year institutions	132,649
At private 4-year institutions	63,205
At private 2-year institutions	5,134
Undergraduate	307,980
First-time freshmen	66,320
Graduate	30,622
Professional	6,799
American Indian	2,620
Asian	4,353
Black	58,267
Hispanic	2,249
White	260,563
Foreign	4,469

Enrollment highlights:

Women	56.0%
Full-time	63.4%
Minority	20.6%
Foreign	1.3%
10-year change in total enrollment	Up 28.4%

Proportion of enrollment made up of minority students:

At public 4-year institutions	21.1%
At public 2-year institutions	20.1%
At private 4-year institutions	19.3%
At private 2-year institutions	31.0%

Degrees awarded:

Associate	9,894
Bachelor's	26,981
Master's	5,872
Doctorate	724
Professional	1,632

Residence of new students: State residents made up 81% of all freshmen enrolled in North Carolina; 94% of all North Carolina residents who were freshmen attended college in their home state.

Test scores: Students averaged 844 on the S.A.T., which was taken by 57% of North Carolina's high-school seniors.

MONEY

Average tuition and fees:
At public 4-year institutions .. $1,015
At public 2-year institutions ... $288
At private 4-year institutions . $7,373
At private 2-year institutions . $4,880

Expenditures:
Public institutions ... $1,799,173,000
Private institutions $837,291,000

State funds for higher-education operating expenses: $1,484,279,000
Two year change: Up 12%

State spending on student aid:
Need-based: $3,714,000; 2,660 awards
Non–need-based: $24,566,000; 26,248 awards
Other: $30,145,000

Salary of chief executive of largest public 4-year campus:
Larry K. Monteith, North Carolina State University: $117,130 (1991-92)

Total spending on research and development by doctorate-granting universities: $425,298,000
Sources:
Federal government 61.6%
State and local governments .. 14.4%
Industry 9.7%
The institution itself 11.0%
Other 3.3%

Federal spending on education and student aid (selected programs):
Vocational and adult education $38,765,000
GI Bill $9,484,000
Pell Grants $71,865,000

Total federal spending on college- and university-based research and development: $246,688,000
Selected programs:
Department of Health and Human Services $182,570,000
National Science Foundation $17,818,000
Department of Defense . $14,277,000
Department of Agriculture $12,421,000
Department of Energy ... $5,878,000

Largest endowment:
Duke University $472,923,000

Top fund raisers:
Duke University $108,011,000
University of North Carolina at Chapel Hill $54,228,000
North Carolina State University $26,400,000

MISCELLANY

★ Salem College, a women's institution founded in 1772, named its first female president in 1991: Julianne Still Thrift. Ms. Thrift had been executive vice-president of the National Association of Independent Colleges and Universities.

★ Wingate College will open the Jesse Helms Center in the fall of 1992. The center will house the Senator's papers, a research center, and a museum with memorabilia from his career.

★ The oldest institution of higher education in North Carolina is Salem College, a Moravian institution founded in 1772.

North Dakota

GOV. GEORGE A. SINNER, a Democrat who was once president of the state's Board of Higher Education, is favorably disposed toward giving North Dakota's colleges and universities more money.

Last year, he had to slash spending on higher education because the state's economy had been weakened by declines in agriculture and the energy industry. But in 1991, increases in energy prices brought new revenues to the state, and—true to their word—the Governor and Legislative Assembly poured needed dollars into the North Dakota University System.

The system's appropriation was increased by 13 per cent—$34-million—for the 1991-93 biennium. System employees, whose salaries had been frozen in 1990, were given increases of 4 to 6 per cent. For the next two years, tuition will be frozen at the public two-year colleges. Tuition increases at the four-year institutions are capped at 3 per cent for fall 1991 and frozen for fall 1992.

The financial windfall followed a period of sometimes-controversial streamlining at the university system. In 1989, voters repealed two tax increases and rejected a third, leaving the university system no choice but to sharpen the focus of campus missions, eliminate duplicative programs, and cap or reduce enrollments at the state's four largest institutions.

No campuses were closed, however. The 11 public colleges and universities, which are widely scattered around the state, have become vital to the economies of their communities, and it is unlikely that political leaders would risk the outrage that would greet the closing of a campus.

As part of the reorganization, the North Dakota Board of Higher Education, the governing board for public colleges, decided that long-term solutions would require more centralized control of the institutions.

For instance, the state is trying to find low-cost and efficient ways to increase access to higher education for residents of the sparsely populated state. The University of North Dakota is developing a telecommunications network to broadcast courses to various regions. In 1991 it started offering its first graduate program over the North Dakota Interactive Video Network. Students in Bismarck and Grand Forks can pursue a master's degree in business administration over the network.

The board made the Commissioner of Higher Education the chancellor of the North Dakota University System. The president of the University of North Dakota filled the position on an interim basis after the former commissioner left. Eventually, Douglas Treadway, a former president of Southwest State University in Minnesota, was named the system's chancellor.

DEMOGRAPHICS

Population: 638,800 (Rank: 47)

Continued on Following Page

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North Dakota
CONTINUED

Age distribution:

Up to 17	27.5%
18 to 24	10.6%
25 to 44	30.4%
45 and older	31.5%

Racial and ethnic distribution:

American Indian	4.1%
Asian	0.5%
Black	0.6%
White	94.6%
Other and unknown	0.3%
Hispanic (may be any race)	0.7%

Educational attainment of adults:

At least 4 years of high school	66.4%
At least 1 to 3 years of college	35.1%
At least 4 years of college	14.8%

Per-capita personal income: $15,255

New high-school graduates in:

1991-92 (estimate)	7,669
2001-02 (estimate)	8,181

New GED diploma recipients: 795

High-school dropout rate: 11.7%

POLITICAL LEADERSHIP

Governor: George A. Sinner (D), term ends 1992

Governor's higher-education adviser: Carol Siegert, Governor's Office, 600 East Boulevard, Bismarck 58505; (701) 224-2200

U.S. Senators: Quentin N. Burdick (D), term ends 1995; Kent Conrad (D), term ends 1993

U.S. Representative:
1 Democrat
Byron L. Dorgan (D)

Legislative Assembly: Senate, 27 Democrats, 26 Republicans; House, 48 Democrats, 58 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	6
Public 2-year institutions	9
Private 4-year institutions	4
Private 2-year institutions	1
Total	20

Vocational institutions: 21

Statewide coordinating board:
North Dakota University System
600 East Boulevard Avenue
State Capitol Building, 10th Floor
Bismarck 58505
(701) 224-2960
Douglas Treadway, chancellor

Private-college association:
North Dakota Independent College Fund
University of Mary
7500 University Drive
Bismarck 58504
(701) 255-7500
Ernest B. Borr, executive director

Institutions censured by the AAUP:
None

Institutions under NCAA sanctions:
None

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	266
Associate professor	324
Assistant professor	398
Instructor	140
Lecturer	37
No rank	201
Total	1,366

Average pay of full-time professors:

At public 4-year institutions	$32,768
At public 2-year institutions	$27,642
At private 4-year institutions	$24,897
At private 2-year institutions	$32,177
At all institutions	$30,907
Men (all institutions)	$32,627
Women (all institutions)	$26,695

STUDENTS

Enrollment:

Total	40,350
At public 4-year institutions	29,718
At public 2-year institutions	7,783
At private 4-year institutions	2,672
At private 2-year institutions	177
Undergraduate	36,334
First-time freshmen	8,558
Graduate	2,871
Professional	1,145
American Indian	1,486
Asian	212
Black	215
Hispanic	137
White	35,231
Foreign	1,012

Enrollment highlights:

Women	48.5%
Full-time	80.3%
Minority	5.5%
Foreign	2.6%
10-year change in total enrollment	Up 26.5%

Proportion of enrollment made up of minority students:

At public 4-year institutions	3.0%
At public 2-year institutions	14.0%
At private 4-year institutions	6.2%
At private 2-year institutions	n/a

Degrees awarded:

Associate	1,797
Bachelor's	4,287
Master's	579
Doctorate	61
Professional	115

Residence of new students: State residents made up 71% of all freshmen enrolled in North Dakota; 84% of all North Dakota residents who were freshmen attended college in their home state.

Test scores: Students averaged 18.7 on the A.C.T., which was taken by 66% of North Dakota's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$1,604
At public 2-year institutions	$1,286
At private 4-year institutions	$5,149
At private 2-year institutions	$2,[illegible]

Expenditures:

Public institutions	$288,214,000
Private institutions	$18,853,000

State funds for higher-education operating expenses: $129,756,000
Two-year change: Up 12%

State spending on student aid:
Need-based: $1,200,000; 2,000 awards
Non–need-based: $292,000; number of awards n/a
Other: None

Salary of chief executive of largest public 4-year campus:
Thomas J. Clifford, University of North Dakota: $105,000 (1991-92)

Total spending on research and development by doctorate-granting universities: $27,634,000

Sources:

Federal government	70.2%
State and local governments	3.3%
Industry	9.1%
The institution itself	13.7%
Other	3.6%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$6,382,000
GI Bill	$2,054,000
Pell Grants	$23,799,000

Total federal spending on college- and university-based research and development: $11,044,000

Selected programs:

Department of Health and Human Services	$1,701,000
National Science Foundation	$659,000
Department of Defense	$350,000
Department of Agriculture	$5,894,000
Department of Energy	$1,196,000

Largest endowment:
University of North Dakota Foundation — $16,767,000

Top fund raisers:

University of North Dakota	$5,155,000
Jamestown College	$4,520,000

MISCELLANY

★ Four of North Dakota's two-year colleges are controlled by Indian Tribes—Fort Berthold Community College, Little Hoop Community College, Standing Rock Community College, and Turtle Mountain Community College.

★ Nearly 30 per cent of the college students in North Dakota are 24 years or older. On two University of North Dakota branch campuses, Lake Region and Williston—almost half of the students are not of traditional college age.

★ The oldest institution of higher education in North Dakota is the University of North Dakota in Grand Forks, founded in 1883.

Ohio

OHIO'S PUBLIC-COLLEGE officials were battered from all directions in 1991.

The General Assembly accepted a recommendation from a legislative research office that Ohio's Eminent Scholars program be dropped for the next two years.

The Ohio Technical and Community College Association, as well as a former president of a two-year college, are under investigation by state and federal officials for allegedly funneling public money to state legislators.

Finally, there is the 1991-93 biennial budget, which is about $18-million short of meeting the needs of public colleges as determined by state financing formulas. The General Assembly produced a budget that guaranteed every institution would have at least as much money as it did in fiscal 1991.

That solution would have prevented the state's major research institutions, such as the Ohio State University and the University of Cincinnati, from ending up with less state support in fiscal 1992 than they had in fiscal 1991. But it also would have shortchanged most two-year institutions and a few four-year institutions that had had increases in enrollments.

Republican Gov. George V. Voinovich rejected the legislature's plan and restored the state's

original financing formula. Now, seven universities, including Ohio State, are at the low end of the budget seesaw. The Governor has proposed restoring about 55 per cent of the money by eliminating a $12-million grant program for part-time students and giving the money to the universities.

The transfer will require legislative approval sometime this fall.

The adoption of the budget does not end the debate on financing for higher education. The Governor has appointed a committee to determine if there is a more efficient way to run Ohio's public colleges and universities.

Legislators will also review the Eminent Scholars program. Governor Voinovich and the Legislative Office of Education Oversight both recommended temporarily discontinuing support for it. The office said the program had been much more expensive than planned. It also noted that all 22 people who hold the special chairs are men: 17 are white, one is black, and four are Asian.

Adding to Ohio's trials, the Federal Bureau of Investigation, the U.S. Department of Education, and the State Auditor's Office have been reviewing records at the Ohio Technical and Community College Association and Southern State Community College. After George R. McCormick became president of Southern State in January 1989, he began hearing rumors that his predecessor, Lewis C. Miller, had mismanaged funds and used public money to make campaign contributions. For a year, Mr. McCormick tried to get state officials to investigate the complaints. Finally he contacted the FBI.

Since November 1990, the bureau's agents have been sorting through documents relating to a "special-activity fund" that the association maintained. The investigation spread to other institutions when it was discovered that presidents of other community colleges had made political contributions from institutional funds. Several of the presidents publicly apologized and repaid the money. Mr. Miller has denied any wrongdoing.

The governance of higher education in Ohio is highly decentralized. Each institution has its own governing board. Some institutions operate branch campuses as well. The Board of Regents serves as the statewide coordinating agency.

Ohio is known for its many huge campuses. Ohio State enrolls more than 50,000 students, and the University of Cincinnati more than 30,000.

In addition to the state's well-known public institutions, Ohio has many small, private, liberal-arts colleges, like the College of Wooster, Denison University, Kenyon College, and Oberlin College, which has one of the country's outstanding music schools. Ohio is also known for a major private research institution: Case Western Reserve University. Case Western received an $8-million grant from the Kelvin and Eleanor Smith Foundation to help finance construction of its "library of the future." The facility, to be completed in 1994, will be linked with CWRUNET, the nation's first campus network based entirely on optical fibers.

DEMOGRAPHICS

Population: 10,847,115 (Rank: 7)

Age distribution:

Up to 17	25.8%
18 to 24	10.5%
25 to 44	31.4%
45 and older	32.3%

Racial and ethnic distribution:

American Indian	0.2%
Asian	0.8%
Black	10.6%
White	87.8%
Other and unknown	0.5%
Hispanic (may be any race)	1.3%

Educational attainment of adults:

At least 4 years of high school	67.0%
At least 1 to 3 years of college	26.5%
At least 4 years of college	13.7%

Per-capita personal income: $17,473

New high-school graduates in:

1991-92 (estimate)	121,401
2001-02 (estimate)	120,681

New GED diploma recipients: 17,281

High-school dropout rate: 20.4%

POLITICAL LEADERSHIP

Governor: George V. Voinovich (R), term ends 1995

Governor's higher-education adviser: Jean R. Droste, 77 South High Street, 30th Floor, Columbus 43215; (614) 644-0793

U.S. Senators: John Glenn (D), term ends 1993; Howard M. Metzenbaum (D), term ends 1995

U.S. Representatives:
11 Democrats, 10 Republicans
Douglas Applegate (D), John A. Boehner (R), Dennis E. Eckart (D), Edward F. Feighan (D), Paul E. Gillmor (R), Willis D. Gradison, Jr. (R), Tony P. Hall (D), David L. Hobson (R), Marcy Kaptur (D), John R. Kasich (R), Charles J. Luken (D), Bob McEwen (R), Clarence E. Miller (R), Mary Rose Oakar (D), Michael G. Oxley (R), Donald J. Pease (D), Ralph Regula (R),

Thomas C. Sawyer (D), Louis Stokes (D), James A. Traficant, Jr. (D), Chalmers P. Wylie (R)

General Assembly: Senate, 12 Democrats, 21 Republicans; House, 61 Democrats, 38 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	25
Public 2-year institutions	36
Private 4-year institutions	65
Private 2-year institutions	26
Total	152

Vocational institutions: 310

Statewide coordinating board:
Ohio Board of Regents
30 East Broad Street
3600 State Office Tower
Columbus 43266
(614) 466-6000
Elaine H. Hairston, chancellor

Private-college association:
Association of Independent Colleges and Universities of Ohio
17 South High Street, Suite 1020
Columbus 43215
(614) 228-2196
Larry H. Christman, president

Institutions censured by the AAUP:
None

Institutions under NCAA sanctions:
Miami University, University of Cincinnati

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	4,545
Associate professor	4,432
Assistant professor	4,358
Instructor	1,052
Lecturer	71
No rank	774
Total	15,232

Average pay of full-time professors:

At public 4-year institutions	$44,721
At public 2-year institutions	$33,091
At private 4-year institutions	$34,799
At private 2-year institutions	$20,775
At all institutions	$40,141
Men (all institutions)	$42,939
Women (all institutions)	$33,475

STUDENTS

Enrollment:

Total	550,729
At public 4-year institutions	284,356
At public 2-year institutions	127,717
At private 4-year institutions	108,132
At private 2-year institutions	30,524
Undergraduate	478,698
First-time freshmen	108,393
Graduate	60,189
Professional	11,842
American Indian	1,272
Asian	6,140
Black	38,130
Hispanic	4,552
White	478,222
Foreign	13,421

Enrollment highlights:

Women	51.8%
Full-time	60.1%
Minority	9.5%
Foreign	2.5%
10-year change in total enrollment	Up 19.0%

Proportion of enrollment made up of minority students:

At public 4-year institutions	8.5%
At public 2-year institutions	11.9%
At private 4-year institutions	10.5%
At private 2-year institutions	5.6%

Degrees awarded:

Associate	18,827
Bachelor's	45,141
Master's	12,791
Doctorate	1,652
Professional	3,225

Residence of new students: State residents made up 86% of all freshmen enrolled in Ohio; 87% of all Ohio residents who were freshmen attended college in their home state.

Test scores: Students averaged 19.1 on the A.C.T., which was taken by 52% of Ohio's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$2,432
At public 2-year institutions	$1,636
At private 4-year institutions	$8,019
At private 2-year institutions	$5,690

Expenditures:

Public institutions	$2,718,408,000
Private institutions	$980,801,000

State funds for higher-education operating expenses: $1,520,057,000
Two-year change: Up 15%

State spending on student aid:
Need-based: $52,770,000; 73,000 awards
Non–need-based: $27,271,000; 44,319 awards
Other: None

Salary of chief executive of largest public 4-year campus:
E. Gordon Gee, Ohio State University main campus: $160,425 (1991-92)

Total spending on research and development by doctorate-granting universities: $417,275,000

Sources:

Federal government	58.1%
State and local governments	11.8%
Industry	6.3%
The institution itself	14.9%
Other	9.0%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$56,926,000
GI Bill	$14,413,000
Pell Grants	$189,475,000

Total federal spending on college- and university-based research and development: $210,593,000

Selected programs:

Department of Health and Human Services	$117,041,000
National Science Foundation	$19,219,000
Department of Defense	$32,075,000
Department of Agriculture	$7,056,000
Department of Energy	$5,182,000

Largest endowment:

Case Western Reserve University	$421,820,000

Top fund raisers:

Ohio State University	$63,273,000
Case Western Reserve University	$40,772,000
University of Cincinnati	$27,421,000

MISCELLANY

★ A professor of dentistry at Case Western, Thomas J. Hill, pioneered the use of fluoridation of drinking water as a way to help people avoid cavities. As a result, Cleveland was the first city in the nation to fluoridate its water.

★ The University of Rio Grande is a combination four-year private

Continued on Following Page

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Ohio
CONTINUED

college and two-year public community college.

★ The Internal Revenue Service told the Ohio State University this year that it must pay taxes on the revenues it receives from companies that advertise on its scoreboard. The ruling is believed to be the first of its kind.

★ The University of Cincinnati produced a coloring book called "Imagine Yourself in College" and gave it to local elementary-school children. Most of the students in the Cincinnati Public Schools come from low-income black or Appalachian backgrounds.

★ The oldest higher-education institution in the state is Ohio University, founded in 1804.

Oklahoma

IN AN EFFORT to improve the quality of higher education in the Sooner State, the Oklahoma State Regents for Higher Education has set new standards for students, public institutions, and itself.

With the support of the leadership of the state's 17 public colleges and universities, the state coordinating board adopted a plan to raise gradually the admission requirements for four-year institutions.

By fall 1992, students who want to attend the University of Oklahoma or Oklahoma State University must rank in the top third of their graduating classes. They also must have a grade-point average equal to that of the upper third of Oklahoma's graduating high-school seniors or score in the top third on a national achievement test.

Previously, students could have gained admission by ranking in the upper half of their classes, or with a grade-point average of 3.0.

Convincing lawmakers in this populist state that the more stringent admission standards were needed was not easy for higher-education officials. But the chancellor of the coordinating board cited studies that showed that 35 to 40 per cent of the freshmen at the two research universities dropped out after their first year. By raising admission standards, the state would improve the odds that students would be academically successful, the chancellor said.

Oklahoma lawmakers gave higher education a 7.9-per-cent budget increase for fiscal 1992. Even so, money is still a perennial concern, and campus officials have decided to adopt a new budget formula under which certain programs would win new appropriations.

Under the new allocation formula, institutions must rank their programs. Programs with lower priority would receive little or no increase, and some of those with lowest priority would be dropped.

College presidents support the change in the formula because they say higher education's traditional practice of spreading resources thinner and thinner across the whole range of programs is hurting the quality of their institutions.

In July, university and college board members started taking courses in higher-education issues, financing, and management as part of the Regents Education Program. Under the program, which was passed by the Legislature in 1990 and endorsed by the state regents, members of college and university governing boards are required to complete 15 hours of training within two years of taking office.

The regents will probably find an ally in Gov. David Walters, a businessman and former administrator at the University of Oklahoma. Mr. Walters, a Democrat, was elected in 1990. He has supported efforts to raise faculty salaries and to increase financing of scholarships and university research projects.

Oklahoma also has been struggling to attract more minority students to higher education, and black legislators frequently complain that the state's only predominantly black public institution, Langston University, does not receive enough money.

Most private colleges in Oklahoma are church-related. The best known is Oral Roberts University.

DEMOGRAPHICS

Population: 3,145,585 (Rank: 28)

Age distribution:

Up to 17	26.6%
18 to 24	10.2%
25 to 44	30.6%
45 and older	32.6%

Racial and ethnic distribution:

American Indian	8.0%
Asian	1.1%
Black	7.4%
White	82.1%
Other and unknown	1.3%
Hispanic (may be any race)	2.7%

Educational attainment of adults:

At least 4 years of high school	66.0%
At least 1 to 3 years of college	31.2%
At least 4 years of college	15.1%

Per-capita personal income: $15,444

New high-school graduates in:

1991-92 (estimate)	33,668
2001-02 (estimate)	41,828

New GED diploma recipients: 5,527

High-school dropout rate: 28.3%

POLITICAL LEADERSHIP

Governor: David Walters (D), term ends 1995

Governor's higher-education adviser: Sandy Garrett, 2500 North Lincoln Boulevard, Suite 121, Oklahoma City 73105; (405) 521-4886

U.S. Senators: David L. Boren (D), term ends 1997; Don Nickles (R), term ends 1993

U.S. Representatives:
4 Democrats, 2 Republicans
Bill K. Brewster (D), Mickey Edwards (R), Glenn English (D), James M. Inhofe (R), Dave McCurdy (D), Mike Synar (D)

Legislature: Senate, 37 Democrats, 11 Republicans; House, 69 Democrats, 32 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	14
Public 2-year institutions	14
Private 4-year institutions	13
Private 2-year institutions	6
Total	47

Vocational institutions: 90

Statewide coordinating board:
Oklahoma State Regents
for Higher Education
500 Education Building
State Capitol Complex
Oklahoma City 73105
(405) 524-9100
Hans Brisch, chancellor

Private-college association:
Oklahoma Association of
Independent Colleges and
Universities
114 East Sheridan, Suite 101
Oklahoma City 73104
(405) 235-0587
James A. Reid, president

Institutions censured by the AAUP:
Central State University,
Southern Nazarene University

Institutions under NCAA sanctions:
Oklahoma State University,
University of Oklahoma

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	1,003
Associate professor	904
Assistant professor	1,141
Instructor	423
Lecturer	141
No rank	851
Total	4,463

Average pay of full-time professors:

At public 4-year institutions	$35,665
At public 2-year institutions	$29,554
At private 4-year institutions	$36,182
At private 2-year institutions	n/a
At all institutions	$34,508
Men (all institutions)	$36,412
Women (all institutions)	$30,371

STUDENTS

Enrollment:

Total	175,855
At public 4-year institutions	94,688
At public 2-year institutions	56,722
At private 4-year institutions	18,497
At private 2-year institutions	5,948
Undergraduate	151,543
First-time freshmen	30,031
Graduate	20,810
Professional	3,502
American Indian	8,014
Asian	2,787
Black	11,777
Hispanic	2,534
White	145,486
Foreign	5,709

Enrollment highlights:

Women	53.6%
Full-time	57.2%
Minority	14.7%
Foreign	3.2%
10-year change in total enrollment	Up 15.2%

Proportion of enrollment made up of minority students:

At public 4-year institutions	14.5%
At public 2-year institutions	14.1%
At private 4-year institutions	13.2%
At private 2-year institutions	27.9%

Degrees awarded:

Associate	6,172
Bachelor's	13,617
Master's	4,112
Doctorate	358
Professional	950

Residence of new students: State residents made up 91% of all freshmen enrolled in Oklahoma; 90% of all Oklahoma residents who were freshmen attended college in their home state.

Test scores: Students averaged 17.7 on the A.C.T., which was taken by 57% of Oklahoma's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$1,309
At public 2-year institutions	$840
At private 4-year institutions	$5,133
At private 2-year institutions	$5,382

Expenditures:

Public institutions	$844,829,000
Private institutions	$178,905,000

State funds for higher-education operating expenses: $509,471,000
Two-year change: Up 23%

State spending on student aid:
Need-based: $13,177,000;
16,026 awards
Non–need-based: $3,201,000;
976 awards
Other: $18,746,000

Salary of chief executive of largest public 4-year campus:
Richard L. Van Horn, University of Oklahoma at Norman: $142,880 from state plus $10,702 from private sources (1991-92)

Total spending on research and development by doctorate-granting universities: $113,279,000
Sources:

Federal government	29.2%
State and local governments	4.5%
Industry	5.0%
The institution itself	53.0%
Other	8.3%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$18,612,000
GI Bill	$5,589,000
Pell Grants	$80,169,000

Total federal spending on college- and university-based research and development: $25,495,000
Selected programs:

Department of Health and Human Services	$9,962,000
National Science Foundation	$3,966,000
Department of Defense	$1,485,000
Department of Agriculture	$6,139,000
Department of Energy	$1,398,000

Largest endowment:

University of Tulsa	$309,769,000

Top fund raisers:

University of Oklahoma	$23,967,000
University of Tulsa	$6,524,000
Oklahoma Christian College	$3,613,000

MISCELLANY

★ Historically black Langston University and the city in which it is located are both named for John Mercer Langston, a 19th-century black leader who served as vice-president of Howard University, as president of Virginia State College for Negroes (now Virginia State University), and as President Rutherford B. Hayes's resident minister in Haiti.

★ The State Regents for Higher Education adopted a rule that requires students at all public colleges to maintain a 2.0 grade-point average to remain in good academic standing.

★ The oldest institution of higher education in Oklahoma is Bacone College, founded in 1880.

Oregon

A PROPERTY-TAX REVOLT has shaken Oregon politics, and public higher education is a major casualty.

After the passage in 1990 of a tax-cutting law known as Measure 5, it fell to the state to assume many of the costs for public schools and government services previously financed with local property taxes.

So, even though the state's agriculture- and electronics-based economy is doing well, lawmakers had about 11 per cent less to allocate for 1991-93, and public colleges and universities are feeling the pinch acutely. They responded by cutting enrollments, laying off faculty members, and imposing a steep surcharge on tuition. Two years from now, when the full effects of Measure 5 go into effect, the cost of replacing local property-tax funds could be triple that of 1991-93.

There is a glimmer of good financial news for higher education. With strong support from Gov. Barbara Roberts, a Democrat, the Legislative Assembly has begun to put money into programs that will foster cooperation between public and private colleges in the Portland area. Ventures such as shared facilities and joint degree programs are envisioned under the plan.

First to be financed is a new center that will house the joint graduate school of engineering—with advanced courses offered by Portland State University and other public research institutions—and the private Oregon Graduate Institute. Improving opportunities for advanced courses in engineering was a priority for the state's high-technology industry, which has significant political clout.

Private liberal-arts institutions, such as Lewis and Clark and Reed Colleges, would also find ways to share facilities and programs.

The biggest beneficiary of the effort, however, is likely to be Portland State. The institution, long overshadowed by the University of Oregon and Oregon State University, won new backing in the course of the Portland study. It is now being promoted as an institution that could provide "urban-oriented" research and service to the Portland area.

All public four-year institutions are governed by the Oregon State System of Higher Education.

The Legislative Assembly's decision in 1991 to create a new tracking system for high-school students is also expected to have a big im-

pact on higher education, particularly community colleges. Students would be tested on their mastery of basic skills in the 10th grade and select either a traditional college-preparatory curriculum or a vocational-technical curriculum for their last two years of high school. The voc-tech program envisions two years of postsecondary education in a vocational school or community college.

DEMOGRAPHICS

Population: 2,842,321 (Rank: 29)

Age distribution:

Up to 17	25.5%
18 to 24	9.4%
25 to 44	32.6%
45 and older	32.5%

Racial and ethnic distribution:

American Indian	1.4%
Asian	2.4%
Black	1.6%
White	92.8%
Other and unknown	1.8%
Hispanic (may be any race)	4.0%

Educational attainment of adults:

At least 4 years of high school	75.6%
At least 1 to 3 years of college	38.5%
At least 4 years of college	17.9%

Per-capita personal income: $17,156

New high-school graduates in:

1991-92 (estimate)	24,968
2001-02 (estimate)	28,072

New GED diploma recipients: 6,690

High-school dropout rate: 27.0%

POLITICAL LEADERSHIP

Governor: Barbara Roberts (D), term ends 1995

Governor's higher-education adviser: Marilynne Keyser, 225 Winter Street, N.E., Salem 97310; (503) 378-3921

U.S. Senators: Mark O. Hatfield (R), term ends 1997; Bob Packwood (R), term ends 1993

U.S. Representatives: 4 Democrats, 1 Republican
Les AuCoin (D), Peter A. DeFazio (D), Michael J. Kopetski (D), Robert F. (Bob) Smith (R), Ron Wyden (D)

Legislative Assembly: Senate, 20 Democrats, 10 Republicans; House, 28 Democrats, 32 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	8
Public 2-year institutions	13
Private 4-year institutions	24
Private 2-year institutions	1
Total	46

Vocational institutions: 113

Statewide coordinating board:
Oregon Office of Educational Policy and Planning
225 Winter Street, N.E.
Salem 97310
(503) 378-3921
Marilynne Keyser, director

Private-college association:
Oregon Independent Colleges Association
7100 Southwest Hampton Street
Suite 222
Portland 97223
(503) 639-4541
Gary K. Andeen, executive director

Institutions censured by the AAUP: None

Institutions under NCAA sanctions: None

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	1,085
Associate professor	874
Assistant professor	833
Instructor	189
Lecturer	21
No rank	1,548
Total	4,550

Average pay of full-time professors:

At public 4-year institutions	$35,504
At public 2-year institutions	$32,887
At private 4-year institutions	$34,257
At private 2-year institutions	$24,894
At all institutions	$34,342
Men (all institutions)	$35,884
Women (all institutions)	$30,851

STUDENTS

Enrollment:

Total	161,822
At public 4-year institutions	66,775
At public 2-year institutions	74,536
At private 4-year institutions	20,225
At private 2-year institutions	286
Undergraduate	143,093
First-time freshmen	27,233
Graduate	15,105
Professional	3,624
American Indian	1,540
Asian	6,055
Black	2,013
Hispanic	2,572
White	138,077
Foreign	5,902

Sources and notes appear on Page 104

Enrollment highlights:

Women	53.1%
Full-time	56.4%
Minority	8.1%
Foreign	3.8%
10-year change in total enrollment	Up 4.7%

Proportion of enrollment made up of minority students:

At public 4-year institutions	8.9%
At public 2-year institutions	7.3%
At private 4-year institutions	8.2%
At private 2-year institutions	7.0%

Degrees awarded:

Associate	4,456
Bachelor's	11,823
Master's	3,120
Doctorate	414
Professional	906

Residence of new students: State residents made up 82% of all freshmen enrolled in Oregon; 92% of all Oregon residents who were freshmen attended college in their home state.

Test scores: Students averaged 922 on the S.A.T., which was taken by 54% of Oregon's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$1,738
At public 2-year institutions	$753
At private 4-year institutions	$8,656
At private 2-year institutions	$5,250

Expenditures:

Public institutions	$880,696,000
Private institutions	$171,604,000

State funds for higher-education operating expenses: $420,047,000
Two-year change: Up 16%

State spending on student aid:
Need-based: $11,748,000; 16,095 awards
Non-need-based: None
Other: None

Salary of chief executive of largest public 4-year campus:
Myles Brand, University of Oregon: $110,244 (1991-92)

Total spending on research and development by doctorate-granting universities: $161,127,000

Sources:

Federal government	61.5%
State and local governments	12.9%
Industry	3.0%
The institution itself	10.3%
Other	12.2%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$13,859,000
GI Bill	$4,869,000
Pell Grants	$50,767,000

Total federal spending on college- and university-based research and development: $91,133,000

Selected programs:

Department of Health and Human Services	$36,071,000
National Science Foundation	$15,379,000
Department of Defense	$15,446,000
Department of Agriculture	$7,754,000
Department of Energy	$4,074,000

Largest endowment:

Reed College	$89,662,000

Top fund raisers:

Oregon State University	$16,197,000
University of Oregon	$13,589,000
Oregon Health Sciences University	$12,863,000

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Oregon
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MISCELLANY

★ Oregon State University has established a new Center for Analysis of Environmental Change, with financial support from the university, the Environmental Protection Agency, the Department of Agriculture's Forest Service, and Battelle-Pacific Northwest Laboratories.

★ The National Association of Returning Students, based in Salem, Ore., was created to meet the needs of the increasing number of older students.

★ Oregon is the only state to sponsor a sports lottery designed to aid public-college athletics programs. In its first year, little of the Sports Action money actually went to colleges because proceeds were used to underwrite other lottery programs. In 1991 the state changed the program; now all proceeds must be used to finance athletics or financial aid.

★ The oldest higher-education institution in Oregon is Willamette University, founded by Christian missionaries in 1842.

Pennsylvania

PENNSYLVANIA's college leaders, who have been struggling to develop more enthusiasm among lawmakers for state spending on higher education, learned an important but painful lesson in 1991: Giving a multimillion-dollar retirement package to a college president is most assuredly not the way to a legislator's heart.

Members of the General Assembly were furious when they learned the details of generous benefits that the University of Pittsburgh had arranged for President Wesley Posvar, who retired in July after 24 years in office.

Within weeks, some were threatening to cut higher-education spending. Others introduced a bill to require salary disclosure at Pitt and the three other "state-related" universities, which receive some financing from the government: Pennsylvania State, Lincoln, and Temple Universities.

College leaders tried to minimize the political fallout by disclosing salary details themselves. But the flap will undoubtedly leave lasting resentment in the legislature and do little to win over Gov. Robert P. Casey, a Democrat whose main education interests have centered on pre-college programs.

It hardly helped that the Pitt flap followed a bitter, month-long faculty strike at Temple—which ended only after the university threatened to cancel classes for the entire fall 1990 semester and a judge ordered professors back to work.

The university and faculty union signed a four-year contract in February, just as state lawmakers began scrambling to close a $3-billion deficit. The outlook for 1991-92 improved in late summer, however, when Governor Casey and the General Assembly resolved their budget impasse by approving more than $2.8-billion in new taxes. College leaders had been among those calling for new taxes, and will now enjoy better-than-expected increases in state financing.

While the deficit preoccupied lawmakers in 1991, they also began investigating new ways to finance higher education. College leaders hope the effort will produce a formula for more support. Their figures show that the state's share of the budgets for state-owned and state-supported institutions dropped to 13 per cent from 19 per cent from 1980 to 1990. College leaders, many of whom are members of an advocacy group called the Pennsylvania Association of Colleges and Universities, say one reason that state support has slipped is that Pennsylvania has not raised taxes since 1984.

Colleges are also quietly hoping the legislature will abolish a two-year-old program initiated by Governor Casey. It rewards institutions with more state money if they keep tuition increases below a specified limit. The colleges think the program is an unstable form of financing because they are asked to

give up potential tuition income in exchange for state money that could be vulnerable to cuts.

Reversing a traditionally low college-going rate, enrollments are rising in Pennsylvania, and many institutions face overcrowding. In July, the State System of Higher Education responded with a new plan designed to curtail enrollments at its 14 four-year colleges.

The two-year-college sector, relatively small given Pennsylvania's size and population, is also feeling the crunch. Some institutions, including the Harrisburg Area Community College, have responded by establishing new branches in outlying counties. The State Board of Education, which has some say over higher education, has also just approved the creation of a new two-year institution, Erie Technical Institute.

Pennsylvania is also the home of a diverse set of private colleges and universities. Seven of those, including the University of Pennsylvania, the University of the Arts, and the Philadelphia College of Textiles & Science, are "state aided" institutions.

The state has two predominantly black institutions, Lincoln and Cheney Universities, and several prestigious colleges founded by the Society of Friends: Bryn Mawr, Haverford, and Swarthmore Colleges.

DEMOGRAPHICS

Population: 11,881,643 (Rank: 5)

Age distribution:

Up to 17	23.5%
18 to 24	10.3%
25 to 44	30.8%
45 and older	35.4%

Racial and ethnic distribution:

American Indian	0.1%
Asian	1.2%
Black	9.2%
White	88.5%
Other and unknown	1.0%
Hispanic (may be any race)	2.0%

Educational attainment of adults:

At least 4 years of high school	64.7%
At least 1 to 3 years of college	24.3%
At least 4 years of college	13.6%

Per-capita personal income: $18,672

New high-school graduates in:

1991-92 (estimate)	119,577
2001-02 (estimate)	125,468

New GED diploma recipients: 17,166

High-school dropout rate: 21.6%

POLITICAL LEADERSHIP

Governor: Robert P. Casey (D), term ends 1995

Governor's higher-education adviser: Helen Wise, State Capitol, Room 225, Harrisburg 17120; (717) 787-2500

U.S. Senators: Harris Wofford (D), term ends 1991; Arlen Specter (R), term ends 1993

U.S. Representatives:
11 Democrats, 12 Republicans
Robert A. Borski (D), William F. Clinger, Jr. (R), Lawrence Coughlin (R), William J. Coyne (D), Thomas M. Foglietta (D), Joseph M. Gaydos (D), George W. Gekas (R), William F. Goodling (R), William H. Gray, III (D), Paul E. Kanjorksi (D), Joe Kolter (D), Peter H. Kostmayer (D), Joseph M. McDade (R), Austin J. Murphy (D), John P. Murtha (D), Thomas J. Ridge (R), Don Ritter (R), Rick Santorum (R), Richard T. Schulze (R), Bud Shuster (R), Robert S. Walker (R), Curt Weldon (R), Gus Yatron (D)

General Assembly: Senate, 24 Democrats, 26 Republicans; House, 107 Democrats, 96 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	43
Public 2-year institutions	18
Private 4-year institutions	103
Private 2-year institutions	53
Total	217

Vocational institutions: 366

Statewide coordinating board:
State Department of Education
333 Market Street, 12th Floor
Harrisburg 17126
(717) 787-5041
Peter H. Garland, acting commissioner for higher education

Private-college association:
Commission for Independent Colleges and Universities of Pennsylvania
800 North Third Street
Harrisburg 17102
(717) 232-8649
Brian C. Mitchell, president

Institutions censured by the AAUP:
Grove City College, Temple University

Institution under NCAA sanctions:
Robert Morris College

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	6,416
Associate professor	5,967
Assistant professor	6,090
Instructor	1,463
Lecturer	184
No rank	99
Total	20,219

Average pay of full-time professors:

At public 4-year institutions	$42,983
At public 2-year institutions	$36,545
At private 4-year institutions	$40,832
At private 2-year institutions	n/a
At all institutions	$41,177
Men (all institutions)	$43,921
Women (all institutions)	$34,468

STUDENTS

Enrollment:

Total	610,357
At public 4-year institutions	234,784
At public 2-year institutions	100,317
At private 4-year institutions	214,270
At private 2-year institutions	60,986
Undergraduate	523,380
First-time freshmen	148,334
Graduate	73,158
Professional	13,819
American Indian	918
Asian	10,583
Black	38,415
Hispanic	6,139
White	504,972
Foreign	12,900

Enrollment highlights:

Women	53.9%
Full-time	64.8%
Minority	10.0%
Foreign	2.2%
10-year change in total enrollment	Up 26.8%

Proportion of enrollment made up of minority students:

At public 4-year institutions	9.7%
At public 2-year institutions	13.0%
At private 4-year institutions	7.4%
At private 2-year institutions	18.4%

Degrees awarded:

Associate	16,823
Bachelor's	58,890
Master's	14,587
Doctorate	2,027
Professional	3,575

Residence of new students: State residents made up 77% of all freshmen enrolled in Pennsylvania; 82% of all Pennsylvania residents who were freshmen attended college in their home state.

Test scores: Students averaged 876 on the S.A.T., which was taken by 67% of Pennsylvania's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$3,210
At public 2-year institutions	$1,419
At private 4-year institutions	$9,430
At private 2-year institutions	$5,497

Expenditures:

Public institutions	$2,392,145,000
Private institutions	$3,169,219,000

State funds for higher-education operating expenses: $1,421,708,000
Two-year change: Up 12%

State spending on student aid:
Need-based: $145,057,000; 122,654 awards
Non–need-based: $519,000; 201 awards
Other: None

Salary of chief executive of largest public 4-year campus:
Joab Thomas, Pennsylvania State University main campus: $200,004 (1990-91)

Total spending on research and development by doctorate-granting universities: $761,130,000

Sources:

Federal government	61.6%
State and local governments	4.2%
Industry	12.0%
The institution itself	14.4%
Other	7.7%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$60,402,000
GI Bill	$11,509,000
Pell Grants	$192,796,000

Total federal spending on college- and university-based research and development: $452,313,000

Selected programs:

Department of Health and Human Services	$238,290,000
National Science Foundation	$51,686,000
Department of Defense	$115,134,000
Department of Agriculture	$9,801,000
Department of Energy	$16,097,000

Largest endowment:

University of Pennsylvania	$808,409,000

Top fund raisers:

University of Pennsylvania	$140,045,000
Pennsylvania State University	$62,433,000
University of Pittsburgh	$36,557,000

MISCELLANY

★ Philadelphia is the home of the Middle States Association of Colleges and Schools, a regional accrediting group that has been embroiled in controversy since 1990 over its policy of having accrediting review teams consider colleges' records in recruiting and retaining minority student and faculty members.

★ In 1991 Harris Wofford became a U. S. Senator from Pennsylvania. Mr. Wofford was appointed by a fellow Democrat, Gov. Robert P. Casey, after the death of John Heinz, a Republican. Mr. Wofford was president of Bryn Mawr College from 1970 to 1978 and of the State University of New York's College at Old Westbury from 1966 to 1970.

★ King's College and Wilkes University in 1991 started to build an art museum that will be jointly run by the two institutions. The museum, the Collegiate Museum of Art, will be midway between the two campuses in downtown Wilkes-Barre.

★ The Moore College of Art and Design is the only college in the world dedicated solely to the education of women in fine arts and design.

★ As part of a consent decree with the U.S. Justice Department, the University of Pennsylvania, along with the other Ivy League institutions, agreed in 1991 to stop setting financial-aid policies with other institutions and to stop comparing its student-aid packages with other institutions'.

★ Haverford College supports the nation's only varsity cricket team.

★ Students in a marketing class at Lehigh University can earn ex-

tra credit for dating. Bruce Smackey, a professor of marketing, began giving extra points for dating last spring because he was concerned about students' becoming "well-rounded adults."

★ Temple University's doctoral program in black studies—the only one in the nation—awarded its first degree in May. The program takes an Afrocentric approach to the curriculum.

★ The University of Pennsylvania, founded in 1740, is the nation's oldest full-fledged university. (Harvard, which dates to 1636, was founded as a college.)

Rhode Island

THIS HAS BEEN a year of difficult choices for Rhode Island's lawmakers and college officials.

Gov. Bruce Sundlun, a Democrat, closed 45 banks and credit unions on January 1, 1991—his first day in office—because the institutions' private insurer had failed. Since then, he has spent a great deal of his time tussling with federal regulators to resolve the state's banking crisis.

Among those affected were the members of the Brown University Employees' Credit Union, one of several financial institutions that did not qualify for federal insurance after they were closed by the Governor.

Although the credit union is not formally affiliated with the university, Brown offered no-interest loans to all employees and others affected by the closure. The largest bank in the state, Citizens Bank, has been negotiating with credit-union and state officials in a bid to acquire the assets of the credit union. Once that is accomplished, members will have access to their deposits.

When the Governor was not occupied with details of the banking problems, he was busy trying to eliminate a budget deficit.

Tuition at the three public institutions will rise by about 20 per cent to help compensate for budget cuts. With the increase, students who are Rhode Island residents will pay between 30 per cent and 35 per cent of the actual cost of their education—an increase from 26 per cent. Non-residents will pay the full cost of instruction for the first time. Out-of-state students will pay $8,492 a year for tuition at the University of Rhode Island, for example, while residents will pay $3,140.

Students are not the only ones who will feel the pinch of the budget shortfall. Faculty and staff unions have agreed to a pay-deferral program that amounts to a 10-percent salary cut.

The Rhode Island Children's Crusade for Higher Education continues to have strong bipartisan support from legislators and the new Governor. Despite the state's budget woes, lawmakers allocated $1.5-million for it this year. The "early intervention" program established an endowment, financed with public and private funds, to help pay the cost of a college education for needy students who agree in grade school to avoid drugs and meet certain academic requirements.

The Board of Governors for Higher Education is the governing group and the coordinating unit for all public higher education.

Brown and the Rhode Island School of Design, both in Providence, are nationally regarded private institutions.

This has been a year of controversy at Brown.

In January 1991, administrators expelled a student for shouting anti-black, anti-Semitic, and anti-homosexual remarks in a university courtyard. The student is believed to be the first undergraduate at any institution to be thrown out for violating an anti-harassment code, and his expulsion set off a national debate on the value of such codes.

DEMOGRAPHICS

Population: 1,003,464 (Rank: 43)

Age distribution:

Up to 17	22.5%
18 to 24	12.0%
25 to 44	32.0%
45 and older	33.5%

Racial and ethnic distribution:

American Indian	0.4%
Asian	1.8%
Black	3.9%
White	91.4%
Other and unknown	2.5%
Hispanic (may be any race)	4.6%

Educational attainment of adults:

At least 4 years of high school	61.1%
At least 1 to 3 years of college	28.3%
At least 4 years of college	15.4%

Per-capita personal income: $18,841

New high-school graduates in:

1991-92 (estimate)	8,702
2001-02 (estimate)	10,020

New GED diploma recipients: 2,455

High-school dropout rate: 30.2%

POLITICAL LEADERSHIP

Governor: Bruce Sundlun (D), term ends 1993

Governor's higher-education adviser: Elizabeth Roberts, State House, Room 128, Providence 02903; (401) 277-2080

U.S. Senators: John H. Chafee (R), term ends 1995; Claiborne Pell (D), term ends 1997

U.S. Representatives:
1 Democrat, 1 Republican
Ronald K. Machtley (R), Jack Reed (D)

General Assembly: Senate, 45 Democrats, 5 Republicans; House, 88 Democrats, 12 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	2
Public 2-year institutions	1
Private 4-year institutions	8
Private 2-year institutions	0
Total	11

Vocational institutions: 28

Statewide coordinating board:
Office of Higher Education
301 Promenade Street
Providence 02908
(401) 277-6560
Americo W. Petrocelli, commissioner of higher education

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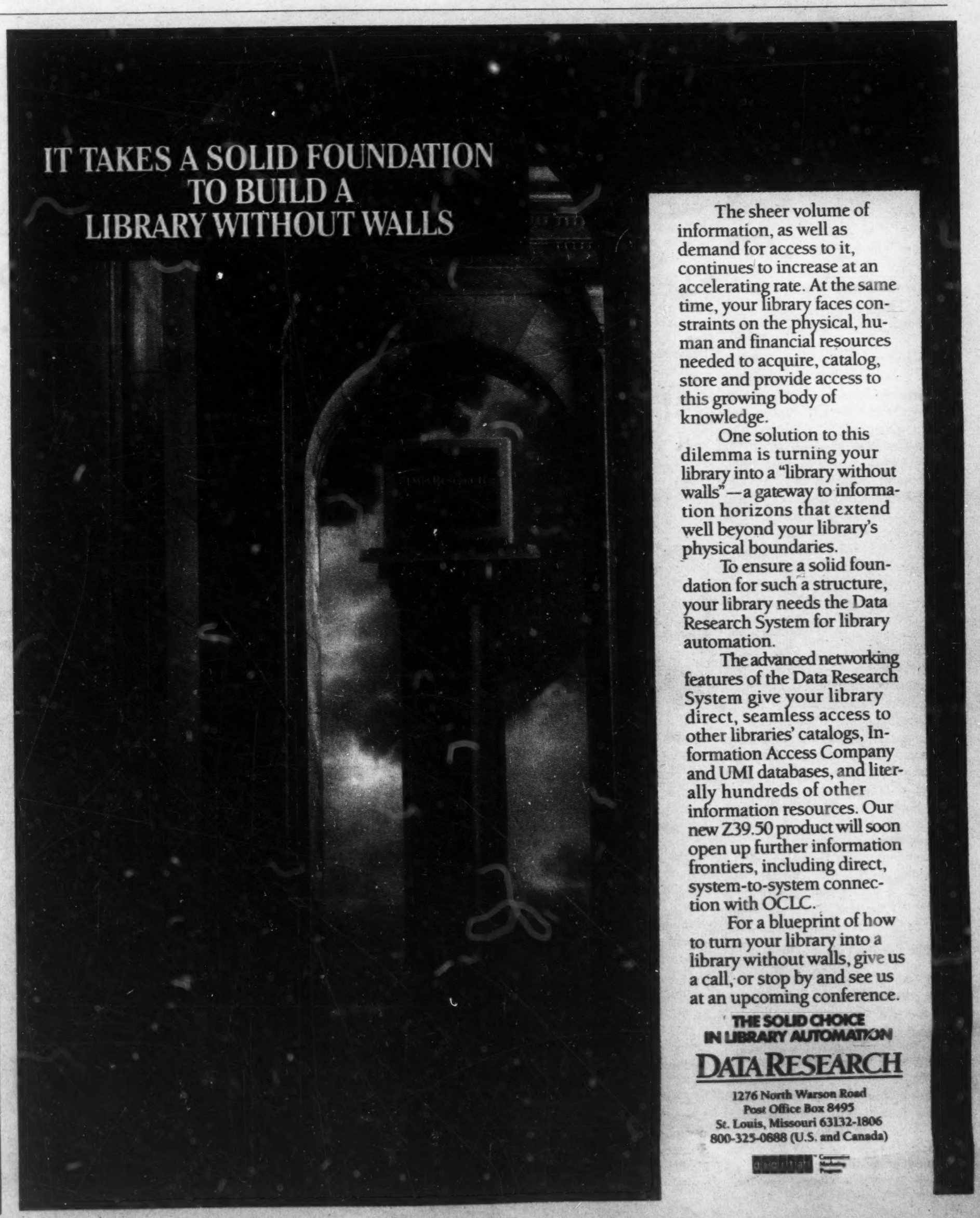
IT TAKES A SOLID FOUNDATION
TO BUILD A
LIBRARY WITHOUT WALLS
The sheer volume of information, as well as demand for access to it, continues to increase at an accelerating rate. At the same time, your library faces constraints on the physical, human and financial resources needed to acquire, catalog, store and provide access to this growing body of knowledge.
One solution to this dilemma is turning your library into a "library without walls"—a gateway to information horizons that extend well beyond your library's physical boundaries.
To ensure a solid foundation for such a structure, your library needs the Data Research System for library automation.
The advanced networking features of the Data Research System give your library direct, seamless access to other libraries' catalogs, Information Access Company and UMI databases, and literally hundreds of other information resources. Our new Z39.50 product will soon open up further information frontiers, including direct, system-to-system connection with OCLC.
For a blueprint of how to turn your library into a library without walls, give us a call, or stop by and see us at an upcoming conference.
THE SOLID CHOICE IN LIBRARY AUTOMATION
DATA RESEARCH
1276 North Warson Road
Post Office Box 8495
St. Louis, Missouri 63132-1806
800-325-0688 (U.S. and Canada)

Rhode Island
CONTINUED

Private-college association:
Rhode Island Independent
Higher Education Association
Charles-Orms Building, Suite 120
10 Orms Street
Providence 02904
(401) 272-8270
Robert J. McKenna, president

Institutions censured by the AAUP:
None

Institutions under NCAA sanctions:
None

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	936
Associate professor	587
Assistant professor	553
Instructor	67
Lecturer	39
No rank	87
Total	2,269

Average pay of full-time professors:

At public 4-year institutions	$44,559
At public 2-year institutions	$36,018
At private 4-year institutions	$45,566
At private 2-year institutions	n/a
At all institutions	$43,972
Men (all institutions)	$47,166
Women (all institutions)	$36,767

STUDENTS

Enrollment:

Total	76,503
At public 4-year institutions	25,204
At public 2-year institutions	15,400
At private 4-year institutions	35,899
At private 2-year institutions	0
Undergraduate	66,920
First-time freshmen	13,308
Graduate	9,286
Professional	297
American Indian	218
Asian	1,402
Black	2,185
Hispanic	1,197
White	68,139
Foreign	1,698

Enrollment highlights:

Women	54.8%
Full-time	61.1%
Minority	6.8%
Foreign	2.3%
10-year change in total enrollment	Up 18.7%

Proportion of enrollment made up of minority students:

At public 4-year institutions	5.1%
At public 2-year institutions	9.3%
At private 4-year institutions	6.9%
At private 2-year institutions	n/a

Degrees awarded:

Associate	3,663
Bachelor's	8,493
Master's	1,774
Doctorate	222
Professional	80

Residence of new students: State residents made up 44% of all freshmen enrolled in Rhode Island; 70% of all Rhode Island residents who were freshmen attended college in their home state.

Test scores: Students averaged 880 on the S.A.T., which was taken by 67% of Rhode Island's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$2,281
At public 2-year institutions	$1,004
At private 4-year institutions	$10,143
At private 2-year institutions	n/a

Expenditures:

Public institutions	$213,253,000
Private institutions	$315,651,000

State funds for higher-education operating expenses: $141,139,000
Two-year change: Down 1%

State spending on student aid:
Need-based: $10,067,000; 9,400 awards
Non–need-based: $123,000; 49 awards
Other: $425,000

Salary of chief executive of largest public 4-year campus:
Robert L. Carothers, University of Rhode Island: $108,000 (1991-92)

Total spending on research and development by doctorate-granting universities: $79,801,000

Sources:

Federal government	70.7%
State and local governments	4.1%
Industry	7.9%
The institution itself	14.6%
Other	2.7%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$6,697,000
GI Bill	$1,262,000
Pell Grants	$13,977,000

Total federal spending on college- and university-based research and development: $47,349,000

Selected programs:

Department of Health and Human Services	$14,568,000
National Science Foundation	$13,141,000
Department of Defense	$9,888,000
Department of Agriculture	$1,385,000
Department of Energy	$2,669,000

Largest endowment:
Brown University $425,750,000

Top fund raisers:

Brown University	$42,040,000
University of Rhode Island	$6,136,000
Providence College	$3,763,000

MISCELLANY

★ As part of a consent decree with the U.S. Justice Department, Brown University, along with the other Ivy League institutions, agreed in 1991 to stop setting financial-aid policies with other institutions and to stop comparing its students' aid packages with other institutions'.

★ On July 1, 1991, Salve Regina College changed its name to Salve Regina University. Administrators said the name change reflected the increased role of graduate education at the institution.

★ The oldest institution of higher education in Rhode Island is Brown University, founded in 1764.

South Carolina

THE UNIVERSITY of South Carolina has a new president—and a chance to rebuild its reputation and regain the confidence of legislators and the public.

Taxpayers were angered and key legislators alienated by stories about the free-spending practices of the institution's former president, James B. Holderman.

Mr. Holderman resigned in 1990. But that did not satisfy legislators, who imposed spending restrictions on all institutions including those, such as Clemson University, that had not been accused of inappropriate financial actions. Nor did his resignation end the scandal about his spending habits.

In early 1991 the state Supreme Court ordered the university's Carolina Research and Development Foundation to make its Holderman records public. After foundation officials announced that four years of records had been accidently thrown out in 1988, *The Greenville News*—which along with the Associated Press had sued to gain access to the records, rented a backhoe, went to the local landfill, and dug up piles of the organization's documents.

The unearthed papers contained revelations that led to Mr. Holderman's indictment on two charges: that he had used his position to obtain $25,000 for a law firm in exchange for helping resolve a client's drug case, and that he had failed to pay state income tax on the money. He eventually pleaded guilty to a misdemeanor charge of accepting additional compensation and pleaded no contest to felony charges of evading state income taxes. He also agreed to cooperate with a federal investigation of U.S. Senator Mark Hatfield, Republican of Oregon, who had received numerous gifts from Mr. Holderman and whose son had attended the university on a scholarship. Investigators want to determine whether there is any connection between those gifts and Mr. Hatfield's support of a $16-million federal grant to the university.

The foundation was fined $227,000 for destroying documents that were the subject of litigation, and its director resigned.

The university's new president, John M. Palms, has been meeting with legislators, students, and faculty members in an effort to repair the damage. He has promised to continue many projects that did not receive adequate attention during the height of the Holderman scandal. Mr. Palms has said the quality of teaching and the university's commitment to diversity in student enrollment and faculty staffing will receive special attention.

He will have to achieve those goals, however, without much financial support from the state. Three days before the close of the legislative session, lawmakers received a report that state revenues were not meeting projections. Lawmakers opted to make across-the-board cuts that left higher education with less money in fiscal 1992 than it had in fiscal 1991.

Now colleges are freezing salaries, increasing class sizes, deferring maintenance, and postponing equipment purchases.

Still, higher-education officials are trying to move forward. The Commission on Higher Education, the state coordinating board, is developing a strategic plan to encourage collaboration between colleges and public schools, to increase the number of residents who attend college, and to provide incentives for improving the quality of programs and instruction.

In 1988 the state started an ambitious program to improve higher education. Called the "Cutting Edge," it included money for new endowed professorships and improved research efforts. Private institutions are eligible for some grants, and needy students at private colleges are eligible for state grants to offset part of their tuition.

Besides the perennial lack of money, higher-education leaders in South Carolina are also concerned about improving the college-going rates of black citizens, who make up a third of the state's population but only about a fifth of the college population. Minority enrollment is even lower at the state's major institutions, the University of South Carolina and Clemson.

DEMOGRAPHICS

Population: 3,486,703 (Rank: 25)

Age distribution:

Up to 17	26.4%
18 to 24	11.7%
25 to 44	32.0%
45 and older	29.9%

Racial and ethnic distribution:

American Indian	0.2%
Asian	0.6%
Black	29.8%
White	69.0%
Other and unknown	0.3%
Hispanic (may be any race)	0.9%

Educational attainment of adults:

At least 4 years of high school	53.7%
At least 1 to 3 years of college	26.7%
At least 4 years of college	13.4%

Per-capita personal income: $15,099

New high-school graduates in:

1991-92 (estimate)	36,111
2001-02 (estimate)	37,341

New GED diploma recipients: 5,708

High-school dropout rate: 35.4%

POLITICAL LEADERSHIP

Governor: Carroll A. Campbell, Jr. (R), term ends 1995

Governor's higher-education adviser:
Fred Carter, P.O. Box 11369, Columbia 29211; (803) 734-9818

U.S. Senators: Ernest F. Hollings (D), term ends 1993; Strom Thurmond (R), term ends 1997

U.S. Representatives:
4 Democrats, 2 Republicans
Butler Derrick (D), Elizabeth J. Patterson (D), Arthur Ravenel, Jr. (R), Floyd Spence (R), John M. Spratt, Jr. (D), Robin Tallon (D)

General Assembly: Senate, 35 Democrats, 11 Republicans; House, 76 Democrats, 42 Republicans, 1 Independent, 5 vacancies

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	12
Public 2-year institutions	21
Private 4-year institutions	20
Private 2-year institutions	11
Total	64

Vocational institutions: 62

Statewide coordinating board:
Commission on Higher Education
1333 Main Street, Suite 300
Columbia 29201
(803) 253-6260
Fred R. Sheheen, commissioner

Private-college association:
South Carolina College Council
P.O. Box 12007
Columbia 29211
(803) 799-7122
Sterling L. Smith, vice-president

Institutions censured by the AAUP:
None

Institutions under NCAA sanctions:
None

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	1,206
Associate professor	1,214
Assistant professor	1,151
Instructor	540
Lecturer	65
No rank	903
Total	5,079

Average pay of full-time professors:

At public 4-year institutions	$38,343
At public 2-year institutions	$26,117
At private 4-year institutions	$29,755
At private 2-year institutions	$24,209
At all institutions	$34,017
Men (all institutions)	$36,795
Women (all institutions)	$28,607

STUDENTS

Enrollment:

Total	145,730
At public 4-year institutions	79,252
At public 2-year institutions	39,387
At private 4-year institutions	22,490
At private 2-year institutions	4,601
Undergraduate	125,407
First-time freshmen	33,752
Graduate	17,892
Professional	2,431
American Indian	236
Asian	1,288
Black	29,247
Hispanic	863
White	113,939
Foreign	2,184

Enrollment highlights:

Women	55.8%
Full-time	67.7%
Minority	21.7%
Foreign	1.5%
10-year change in total enrollment	Up 10.9%

Proportion of enrollment made up of minority students:

At public 4-year institutions	16.7%
At public 2-year institutions	24.5%
At private 4-year institutions	30.1%
At private 2-year institutions	39.5%

Degrees awarded:

Associate	4,949
Bachelor's	12,524
Master's	3,269
Doctorate	266
Professional	738

Residence of new students: State residents made up 80% of all freshmen enrolled in South Carolina; 89% of all South Carolina residents who were freshmen attended college in their home state.

Test scores: Students averaged 832 on the S.A.T., which was taken by 58% of South Carolina's high-school seniors.

MONEY

Average tuition and fees:
At public 4-year institutions .. $2,162
At public 2-year institutions ... $807
At private 4-year institutions . $5,914
At private 2-year institutions . $4,898

Expenditures:
Public institutions $951,848,000
Private institutions $196,271,000

State funds for higher-education operating expenses: $644,726,000
Two-year change: Up 12%

State spending on student aid:
Need-based: $18,079,000; 6,805 awards
Non–need-based: None
Other: $1,368,000

Salary of chief executive of largest public 4-year campus:
John M. Palms, University of South Carolina at Columbia: $135,503 from state plus $25,000 from private donations (1991-92)

Total spending on research and development by doctorate-granting universities: $120,137,000
Sources:
Federal government 34.6%
State and local governments .. 14.5%
Industry 6.6%
The institution itself 37.8%
Other 6.5%

Federal spending on education and student aid (selected programs):
Vocational and adult education $21,954,000
GI Bill $6,473,000
Pell Grants $49,459,000

Total federal spending on college- and university-based research and development: $35,595,000
Selected programs:
Department of Health and Human Services . $17,931,000
National Science Foundation $4,874,000
Department of Defense .. $4,041,000
Department of Agriculture $5,798,000
Department of Energy ... $1,625,000

Largest endowment:
Furman University $79,748,000

Top fund raisers:
University of South Carolina at Columbia $21,487,000
Clemson University $19,956,000
Furman University $10,950,000

MISCELLANY

★ The Citadel, a state-supported military college in Charleston, has instituted a mandatory, random drug-testing program for all incoming students. Under the policy, new students and their parents must sign consent forms that call for cadets to submit to drug tests at the request of campus officials. Those refusing to be tested could be expelled.

★ The University of South Carolina's prestigious Conductors Institute is a training ground each summer for promising young musical conductors.

★ The oldest higher-education institution in South Carolina is the College of Charleston, founded in 1770.

Sources and notes appear on Page 104

South Dakota

FARMING HAS BEEN the mainstay of South Dakota's economy for nearly a century, and its influence over higher education is evident in many quarters, from the way the state finances its public colleges to the kind of research that is conducted there.

When they can be, lawmakers are generous to the public colleges, and a recent upswing in prices for such staples as wheat and soybeans resulted in a small windfall for higher education. The money allowed colleges and universities to raise faculty pay, but higher-education leaders say salaries still lag behind those in neighboring states.

Gov. George S. Mickelson, a Republican serving his second term, has been a strong supporter of higher education, particularly as a way to promote economic development. In his first term he helped secure greater autonomy for the South Dakota Board of Regents, the governing board for all of higher education.

He has also supported new taxes to benefit colleges and public schools, but his latest proposal—for a half-cent increase in the sales tax—was defeated in 1991 by the Legislature, which preferred an income tax. South Dakota has no corporate or personal income tax.

The debate ended in a stalemate, but the issue is likely to resurface, particularly after legislators complete a study of higher education's needs.

South Dakota's only community colleges are two tribal institutions. As for the rest of its citizens, the state depends on its public colleges and universities to provide two-year programs to those who want them. While that approach is economical, it has created some "access" problems, as many potential students live in rural communities and cannot easily commute to college.

State officials apparently learned lessons from the "bust" years in the 1980's, when declines in agriculture created a budget crisis and drove the state to close a two-year branch of the University of South Dakota. Now, rather than building more campuses, university leaders plan to expand the use of distance learning, employing the technology in the state telecommunications network that is now under development.

With help from Washington, South Dakota's universities are also making strides in expanding their research capacity. Much of the research relates to agriculture, such as studies in "bio-stress" at South Dakota State University that measure the influence of harsh climates on crops. But the institutions have also been expanding into non-agricultural fields, including materials science.

DEMOGRAPHICS

Population: 696,004 (Rank: 45)

Age distribution:
Up to 17 ..... 28.5%
18 to 24 ..... 9.8%

Continued on Following Page

HARRIS COLLEGE · HEIDELBERG COLLEGE · NEW YORK UNIVERSITY · CEDAR CREST COLLEGE · MARYVILLE COLLE
IONAL COLLEGE OF EDUCATION · RHODE ISLAND SCHOOL OF DESIGN · CHARLESTON SOUTHERN UNIVERSITY · ID
E UNIVERSITY · LAKEWOOD COMMUNITY COLLEGE · WHITWORTH COLLEGE · ADRIAN COLLEGE · DOMINICAN COI
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DAO/CHE

South Dakota
CONTINUED

25 to 44 ..... 29.4%
45 and older 32.3%

Racial and ethnic distribution:
American Indian 7.3%
Asian 0.4%
Black 0.5%
White 91.6%
Other and unknown 0.2%
Hispanic (may be any race) ... 0.8%

Educational attainment of adults:
At least 4 years of high school 67.9%
At least 1 to 3 years of college 31.7%
At least 4 years of college 14.0%

Per-capita personal income: $15,872

New high-school graduates in:
1991-92 (estimate) 7,659
2001-02 (estimate) 8,849

New GED diploma recipients: 1,075

High-school dropout rate: 20.4%

POLITICAL LEADERSHIP

Governor: George S. Mickelson (R), term ends 1995

Governor's higher-education adviser:
James Soyer, 500 East Capitol, Pierre 57501; (605) 773-3661

U.S. Senators: Thomas A. Daschle (D), term ends 1993; Larry Pressler (R), term ends 1997

U.S. Representative:
1 Democrat
Tim Johnson (D)

Legislature: Senate, 17 Democrats, 18 Republicans; House, 24 Democrats, 46 Republicans

COLLEGES AND UNIVERSITIES

Higher education:
Public 4-year institutions 7
Public 2-year institutions 0
Private 4-year institutions 10
Private 2-year institutions 2
Total 19

Vocational institutions: 21

Statewide coordinating board:
Board of Regents
207 East Capitol Avenue
Pierre 57501
(605) 773-3455
Howell Todd, executive director

Private-college association:
South Dakota Association of Independent Colleges
P.O. Box 645
Sioux Falls 57101
(605) 331-2927
Betsy Reck, association manager

Institutions censured by the AAUP:
None

Institutions under NCAA sanctions:
None

FACULTY MEMBERS

Full-time faculty members by rank:
Professor 339
Associate professor 237
Assistant professor 361
Instructor 135
Lecturer ..... n/a
No rank 159
Total 1,234

Average pay of full-time professors:
At public 4-year institutions . $31,351
At public 2-year institutions ..... n/a
At private 4-year institutions $24,928
At private 2-year institutions $21,000
At all institutions $29,437
Men (all institutions) $31,378
Women (all institutions) $25,406

STUDENTS

Enrollment:
Total 32,666
At public 4-year institutions .. 25,075
At public 2-year institutions 0
At private 4-year institutions .. 7,232
At private 2-year institutions ... 359
Undergraduate 28,851
First-time freshmen 6,390
Graduate 3,320
Professional 495
American Indian 1,888
Asian 122
Black 226
Hispanic 69
White 28,526
Foreign 629

Enrollment highlights:
Women 55.2%
Full-time 72.1%
Minority 7.5%
Foreign 2.0%
10-year change in total enrollment ..... Up 4.4%

Proportion of enrollment made up of minority students:
At public 4-year institutions ... 5.7%
At public 2-year institutions ..... n/a
At private 4-year institutions . 11.8%
At private 2-year institutions . 33.8%

Degrees awarded:
Associate 783
Bachelor's 3,698
Master's 793
Doctorate 48
Professional 130

Residence of new students: State residents made up 72% of all freshmen enrolled in South Dakota; 72% of all South Dakota residents who were freshmen attended college in their home state.

Test scores: Students averaged 19.4 on the A.C.T., which was taken by 66% of South Dakota's high-school seniors.

MONEY

Average tuition and fees:
At public 4-year institutions .. $1,718
At public 2-year institutions ..... n/a
At private 4-year institutions . $6,224
At private 2-year institutions . $2,447

Expenditures:
Public institutions $149,092,000
Private institutions $51,675,000

State funds for higher-education operating expenses: $91,415,000
Two-year change: Up 16%

State spending on student aid:
Need-based: $468,000; 1,550 awards
Non–need-based: $90,000; 60 awards
Other: None

Salary of chief executive of largest public 4-year campus:
Robert T. Wagner, South Dakota State University: $88,600 (1991-92)

Total spending on research and development by doctorate-granting universities: $12,449,000
Sources:
Federal government 49.5%
State and local governments .. 39.4%
Industry 2.5%
The institution itself 6.7%
Other 1.8%

Federal spending on education and student aid (selected programs):
Vocational and adult education $6,403,000
GI Bill $1,990,000
Pell Grants $20,272,000

Total federal spending on college- and university-based research and development: $4,851,000

Selected programs:

Department of Health and Human Services	$670,000
National Science Foundation	$772,000
Department of Defense	0
Department of Agriculture	$2,402,000
Department of Energy	$265,000

Largest endowment:

University of South Dakota	$15,810,000

Top fund raisers:

South Dakota State University	$4,787,000
Augustana College	$2,737,000
University of South Dakota	$2,670,000

MISCELLANY

★ In its Shrine to Music Museum, the University of South Dakota houses more than 4,000 musical instruments, including one of the two Stradivari guitars still in existence.

★ In April 1991, acting for the state's public universities, Governor Mickelson signed an exchange agreement with the University of Warsaw. Faculty members from the University of Warsaw will advise the Governor on trade with Poland and Eastern Europe, while professors from South Dakota will act as the state's representatives in Poland. Students and faculty members will also teach and study abroad as part of the exchange.

★ The oldest institution of higher education in South Dakota is the North American Baptist Seminary, founded in 1858.

Tennessee

WHEN NED RAY McWHERTER was elected to a second term as Governor of Tennessee in 1990, he pledged that he would devote the next four years to improving the quality of the state's schools and colleges—and to increasing financial support for them.

Although he failed in his attempts to pass a state income tax, education officials give him an A for effort and hope he will continue his campaign in 1992.

The General Assembly's rejection of a tax increase, however, left higher education with a $689-million budget for fiscal 1992. That is less money than it received in each of the last three years.

In recent years, public colleges have frozen hiring for vacant positions and deferred equipment purchases. But officials at the Tennessee Higher Education Commission, the state coordinating board, said more stringent measures would be required this year. Student grants will be reduced, grants to private colleges will be decreased, salaries will be maintained at present levels, and major new programs will be postponed.

The shortage of state financing will make it particularly difficult for new college presidents to move ahead with their plans. Lamar Alexander, who was the president of the University of Tennessee system until President Bush asked him to become Education Secretary in late 1990, had said he wanted the system to be on a par with the University of Michigan and the University of North Carolina at Chapel Hill.

Now the task of bringing that about falls on the shoulders of the man who was Mr. Alexander's executive vice-president and is now his successor, Joseph E. Johnson.

James A. Hefner, the new president of Tennessee State University, faces a similar challenge. He is beginning by restructuring the administration of the historically black institution. He is also reviewing the institution's academic offerings and has expressed an interest in adding programs in journalism, law, and public policy.

Another historically black institution may undergo changes as well. The president of Meharry Medical College has proposed that the city of Nashville close its aging inner-city hospital, Nashville General, and move its operations to Meharry's hospital.

The plan has been endorsed by Vanderbilt University, the Nashville Chamber of Commerce, local religious leaders, and Health and Human Services Secretary Louis W. Sullivan, who is a former president of the Morehouse School of Medicine. But the board of Nashville General has stalled. Civil-rights activists say its failure to act has raised the specter of Tennessee's segregationist history with questions about the quality of white-run versus black-run hospitals and whether white patients would go to a hospital run by a black institution.

The regional and university systems are both coordinated by the Tennessee Higher Education Commission.

Unlike most Southern states, which were covered by a single federal desegregation suit, Tennessee has its own court order, with goals for increasing black enrollment. The state is still trying to meet several of those goals.

Many of the state's black students enroll at historically black colleges, like Tennessee State, a public institution, and Fisk University, which is private.

Several other private institutions are influential in Tennessee, including the University of the South and Vanderbilt.

DEMOGRAPHICS

Population: 4,877,185 (Rank: 17)

Age distribution:

Up to 17	24.9%
18 to 24	10.8%
25 to 44	31.8%
45 and older	32.5%

Racial and ethnic distribution:

American Indian	0.2%
Asian	0.7%
Black	16.0%
White	83.0%
Other and unknown	0.2%
Hispanic (may be any race)	0.7%

Educational attainment of adults:

At least 4 years of high school	56.2%
At least 1 to 3 years of college	24.5%
At least 4 years of college	12.6%

Per-capita personal income: $15,798

New high-school graduates in:

1991-92 (estimate)	46,305
2001-02 (estimate)	47,014

New GED diploma recipients: 9,953

High-school dropout rate: 30.7%

POLITICAL LEADERSHIP

Governor: Ned Ray McWherter (D), term ends 1995

Governor's higher-education adviser: Billy Stair, G12 State Capitol, Nashville 37243; (615) 741-5098

U.S. Senators: Albert Gore, Jr. (D), term ends 1997; Jim Sasser (D), term ends 1995

U.S. Representatives:
6 Democrats, 3 Republicans
Bob Clement (D), Jim Cooper (D), John J. Duncan, Jr. (R), Harold E. Ford (D), Bart Gordon (D), Marilyn Lloyd (D), James H. (Jimmy) Quillen (R), Don Sundquist (R), John S. Tanner (D)

General Assembly: Senate, 19 Democrats, 14 Republicans; House, 57 Democrats, 42 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	10
Public 2-year institutions	14
Private 4-year institutions	42
Private 2-year institutions	20
Total	86

Vocational institutions: 127

Statewide coordinating board:
Tennessee Higher Education Commission
Parkway Towers, Suite 1900
404 James Robertson Parkway
Nashville 37243
(615) 741-7562
Arliss L. Roaden, executive director

Private-college association:
Tennessee Independent Colleges and Universities
611 Commerce Street, Suite 2912
Nashville 37203
(615) 242-6400
Hans Giesecke, president

Institutions censured by the AAUP: None

Institution under NCAA sanctions: Memphis State University

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	2,331
Associate professor	1,998
Assistant professor	1,916
Instructor	858
Lecturer	40
No rank	73
Total	7,216

Average pay of full-time professors:

At public 4-year institutions	$39,158
At public 2-year institutions	$29,094
At private 4-year institutions	$34,157
At private 2-year institutions	$21,337
At all institutions	$36,126
Men (all institutions)	$38,984
Women (all institutions)	$29,634

STUDENTS

Enrollment:

Total	218,866
At public 4-year institutions	107,780
At public 2-year institutions	59,276
At private 4-year institutions	45,666
At private 2-year institutions	6,144
Undergraduate	192,321
First-time freshmen	37,846
Graduate	21,308
Professional	5,237
American Indian	404
Asian	1,728
Black	28,494
Hispanic	1,166

Continued on Following Page

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"...this volume takes on several tasks that have been eluded by many writers and researchers in the field. It provides an accessible introductory textbook, rich in bibliographical resources for those unfamiliar with the varied theoretical and empirical work drawn upon." — *Allan Luke*

This book is a powerful and provocative attempt to bridge the disciplinary gap between the study of language and literacy, and the study of social theory and critical pedagogy.

February 1991 224pp
Hardcover: 1-85000-829-9 $55.00
Softcover: 1-85000-830-2 $22.00

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Rethinking the Social in Language and Education
Carole Edelsky, Arizona State University

"Carole Edelsky connects the future of our society with details of interaction we notice and assumptions about language we seldom question. [Her] approach makes a difference, not only to the acquisition of literacy in classrooms, but also to the vitality of language in the society as a whole." — *Dell Hymes, University of Virginia*

This book presents research-based analysis of educational and research practices with an eye toward both criticism and alternate possibilities. It reiterates the socio-political character of literacy, of whole language, and by implication, of educational and language practices.

July 1991 224pp
Hardcover: 1-85000-664-4 $55.00
Softcover: 1-85000-665-2 $22.00

CRITICAL THEORY OF PUBLIC LIFE
Knowledge, Discourse and Politics in an Age of Decline
Ben Agger, State University of New York at Buffalo

This book collects Ben Agger's essays on the origins, significance and applications of critical theory, a perspective associated with the Frankfurt School. These essays address a variety of interrelated topics including the viability of Marxian theory in late capitalism, new social movements, the politics of science and technology and the future of public life. As such, it explores the role of critical intellectuals in building a more humane society.

October 1991 250pp
Hardcover: 1-85000-966-X $55.00
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Tennessee
CONTINUED

White	370,510
Foreign	4,104

Enrollment highlights:

Women	54.4%
Full-time	65.7%
Minority	15.7%
Foreign	2.0%
10-year change in total enrollment	Up 9.6%

Proportion of enrollment made up of minority students:

At public 4-year institutions	14.6%
At public 2-year institutions	15.6%
At private 4-year institutions	17.5%
At private 2-year institutions	22.9%

Degrees awarded:

Associate	5,605
Bachelor's	17,398
Master's	4,840
Doctorate	582
Professional	1,343

Residence of new students: State residents made up 79% of all freshmen enrolled in Tennessee; 85% of all Tennessee residents who were freshmen attended college in their home state.

Test scores: Students averaged 17.9 on the A.C.T., which was taken by 61% of Tennessee's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$1,406
At public 2-year institutions	$803
At private 4-year institutions	$6,530
At private 2-year institutions	$3,395

Expenditures:

Public institutions	$1,081,052,000
Private institutions	$684,948,000

State funds for higher-education operating expenses: $743,821,000

Two-year change: Up 8%

State spending on student aid:
Need-based: $14,156,000; 24,000 awards
Non–need-based: $560,000; 149 awards
Other: $3,286,000

Salary of chief executive of largest public 4-year campus:
John J. Quinn, University of Tennessee at Knoxville: $138,375 (1991-92)

Total spending on research and development by doctorate-granting universities: $214,764,000

Sources:

Federal government	57.8%
State and local governments	15.1%
Industry	4.9%
The institution itself	17.2%
Other	5.1%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$29,411,000
GI Bill	$6,414,000
Pell Grants	$75,723,000

Total federal spending on college- and university-based research and development: $114,221,000

Selected programs:

Department of Health and Human Services	$73,025,000
National Science Foundation	$7,180,000
Department of Defense	$8,264,000
Department of Agriculture	$7,254,000
Department of Energy	$11,824,000

Largest endowment:

Vanderbilt University	$603,708,000

Top fund raisers:

Vanderbilt University	$43,320,000
University of Tennessee	$33,527,000
Rhodes College	$8,620,000

MISCELLANY

★ At the University of the South, the chief executive officer is known on the campus as the vice-chancellor. The chancellor of the university is always an Episcopal Bishop, currently the Right Rev. Duncan M. Gray, Jr., of Jackson, Miss.

★ As home of the nation's most extensive collection of network newscasts, Vanderbilt University's Television News Archive worked around the clock to record coverage of the war in the Persian Gulf. Vanderbilt has been taping the evening news broadcasts since 1968.

★ The oldest institutions of higher education in the state are the University of Tennessee at Knoxville and Tusculum College, both founded in 1794.

Texas

MANY HIGHER-EDUCATION officials were relieved when Ann W. Richards was elected Governor in 1990.

Her predecessor, Republican William P. Clements, had feuded with college officials over financing and board appointments. In contrast, Ms. Richards, a Democrat and a former State Treasurer, expressed support for public schools and higher education alike. And she promised to increase financial aid for students and support for the state's historically black colleges.

But in 1991 Texas, like many other states, faced a revenue shortfall, and the deficit was a Texas-sized $4.8-billion. Lawmakers were determined to balance their budget almost entirely through cuts, layoffs, and program consolidations.

Governor Richards called a special session in mid-July to discuss the budget. She also asked Comptroller John Sharp to do an audit of state government and recommend cuts. His report, the Texas Performance Review, left higher-education officials stunned.

He recommended doubling tuition for Texas residents, reducing state appropriations, and replacing state funds with locally generated revenues, such as money from health-care services provided by university medical schools and hospitals.

After much haggling over the proposals, Texas lawmakers approved a state budget that includes $5.7-billion in general revenue for higher education in the 1991-93 biennium. That's higher than the $5.4-billion appropriated for the previous biennium, but $100-million short of what college officials say they need to maintain the current level of services. The state budget also calls for tuition at public colleges and universities to be raised from its current $20 per semester hour to $24 next fall.

In addition to state support, the University of Texas and Texas A&M University Systems receive income from a state trust based on oil revenue. They have invested it wisely: Their endowments are the largest of any public systems in the country. Their wealth and traditional legislative clout have often been a source of irritation to the state's other ambitious, research-oriented institutions, including the University of Houston and Texas Tech University.

The residents of South Texas, a predominantly Hispanic region, have long complained that their public colleges do not receive enough money or attention. In recent years, the Legislature has tried to address that issue by merging some of the smaller South Texas college systems into the larger and well-financed University of Texas and Texas A&M systems.

But some higher-education officials fear that budget constraints imposed by the Legislature will make it difficult to finance improvements at the predominantly Hispanic institutions. A lawsuit filed over the state's education of Hispanic college students is pending.

The University of Texas at Austin has been the focus of a debate on "political correctness." At issue was a required freshman English course, "Writing About Difference." Initially, an English-department committee recommended revising the course to emphasize issues relating to race and gender. After critics accused committee members of dictating political correctness and liberal indoctrination, the focus of the course was broadened to include such issues as euthanasia and abortion.

The four-year institutions are governed by 12 boards, and the two-year institutions by 50 boards. Although the institutions retain much control over their day-to-day operations, the Texas Higher Education Coordinating Board is expanding its role in policy making. The coordinating board is studying whether colleges could be run more efficiently and may call for eliminating programs, limiting enrollments, and closing some institutions.

The board is also a leader in the state's effort to improve the success rates for its college students—particularly Hispanics and blacks.

Texas is trying to become a leader in research, and both the University of Texas and Texas A&M claim to be the state's leading research institution. The state vows it will fulfill its pledge of providing $1-billion for the Superconducting Supercollider. That pledge was cited as a key factor in its being selected by the U.S. Department of Energy as the site of the project.

Private colleges and universities are a force in Texas, particularly research institutions such as Rice University and those with religious ties, such as Southern Methodist and Texas Christian Universities.

In September 1990, Baylor University set up an independent governing board, thus removing itself from the direct control of the Baptist General Convention of Texas. The convention has governed Baylor—the world's largest Baptist university—since it was founded in 1845. University officials feared that the convention—and therefore the university—would be taken over by conservative Baptists.

DEMOGRAPHICS

Population: 16,986,510 (Rank: 3)

Age distribution:

Up to 17	28.5%
18 to 24	11.1%
25 to 44	33.1%
45 and older	27.3%

Racial and ethnic distribution:

American Indian	0.4%
Asian	1.9%
Black	11.9%
White	75.2%
Other and unknown	10.6%
Hispanic (may be any race)	25.5%

Educational attainment of adults:

At least 4 years of high school	62.6%
At least 1 to 3 years of college	33.8%
At least 4 years of college	16.9%

Per-capita personal income: $16,759

New high-school graduates in:

1991-92 (estimate)	181,144
2001-02 (estimate)	203,036

New GED diploma recipients: 37,442

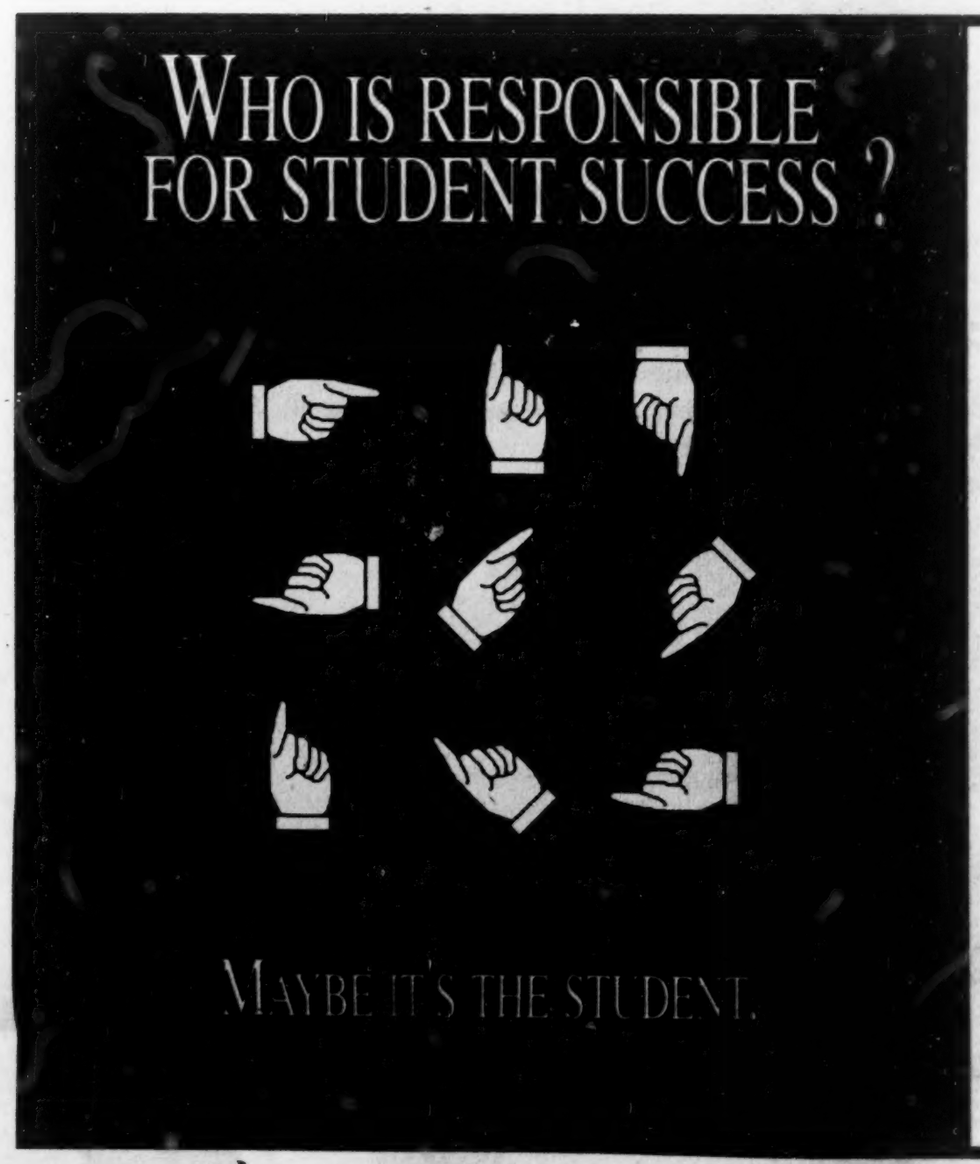
High-school dropout rate: 34.7%

POLITICAL LEADERSHIP

Governor: Ann W. Richards (D), term ends 1995

Governor's higher-education adviser: Lynn Leverty, 201 East 14th Street, Austin 78701; (512) 463-1877

U.S. Senators: Lloyd Bentsen (D), term ends 1995; Phil Gramm (R), term ends 1997



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U.S. Representatives:
19 Democrats, 8 Republicans
Michael A. Andrews (D), Bill Archer (R), Richard K. Armey (R), Joe Barton (R), Jack Brooks (D), John Bryant (D), Albert G. Bustamante (D), Jim Chapman (D), Ronald D. Coleman (D), Larry Combest (R), E de la Garza (D), Tom DeLay (R), Chet Edwards (D), Jack Fields (R), Martin Frost (D), Pete Geren (D), Henry B. Gonzalez (D), Ralph M. Hall (D), Sam Johnson (R), Greg Laughlin (D), Solomon P. Ortiz (D), J.J. Pickle (D), Bill Sarpalius (D), Lamar S. Smith (R), Charles W. Stenholm (D), Craig A. Washington (D), Charles Wilson (D)

Legislature: Senate, 23 Democrats, 8 Republicans; House, 94 Democrats, 56 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	40
Public 2-year institutions	67
Private 4-year institutions	56
Private 2-year institutions	11
Total	174

Vocational institutions: 397

Statewide coordinating board:
Texas Higher Education Coordinating Board
P.O. Box 12788
Austin 78711
(512) 483-6100
Kenneth H. Ashworth, commissioner

Private-college association:
Independent Colleges and Universities of Texas
P.O. Box 13105
Austin 78711
(512) 472-9522
Carol L. McDonald, president

Institutions censured by the AAUP:
Amarillo College, Blinn College, Frank Phillips College, Houston Baptist University, Southwestern Adventist College, University of Texas of the Permian Basin

Institutions under NCAA sanctions:
Houston Baptist University, University of Houston, University of Texas–Pan American, West Texas State University

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	5,419
Associate professor	4,640
Assistant professor	4,389
Instructor	1,334
Lecturer	950
No rank	4,359
Total	21,091

Average pay of full-time professors:

At public 4-year institutions	$40,233
At public 2-year institutions	$32,469
At private 4-year institutions	$38,444
At private 2-year institutions	$22,529
At all institutions	$37,615
Men (all institutions)	$40,412
Women (all institutions)	$31,876

STUDENTS

Enrollment:

Total	877,859
At public 4-year institutions	410,392
At public 2-year institutions	372,103
At private 4-year institutions	90,771
At private 2-year institutions	4,593
Undergraduate	766,863
First-time freshmen	132,051
Graduate	95,487
Professional	15,509
American Indian	2,756
Asian	23,642
Black	75,478
Hispanic	125,778
White	597,400
Foreign	22,138

Enrollment highlights:

Women	53.3%
Full-time	54.1%
Minority	27.6%
Foreign	2.6%
10-year change in total enrollment	Up 29.9%

Proportion of enrollment made up of minority students:

At public 4-year institutions	25.1%
At public 2-year institutions	32.0%
At private 4-year institutions	19.8%
At private 2-year institutions	33.5%

Degrees awarded:

Associate	22,595
Bachelor's	56,987
Master's	17,163
Doctorate	2,113
Professional	4,146

Residence of new students: State residents made up 92% of all freshmen enrolled in Texas; 95% of all Texas residents who were freshmen attended college in their home state.

Test scores: Students averaged 874 on the S.A.T., which was taken by 44% of Texas' high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$959
At public 2-year institutions	$455
At private 4-year institutions	$6,047
At private 2-year institutions	$5,112

Expenditures:

Public institutions	$4,375,082,000
Private institutions	$993,824,000

State funds for higher-education operating expenses: $2,579,342,000
Two-year change: Up 15%

State spending on student aid:
Need-based: $27,318,000; 22,651 awards
Non–need-based: None
Other: $91,050,000

Salary of chief executive of largest public 4-year campus:
William H. Cunningham, University of Texas at Austin: $62,160 from state plus $111,840 from private donations (1990-91)

Total spending on research and development by doctorate-granting universities: $1,008,969,000
Sources:

Federal government	48.4%
State and local governments	12.3%
Industry	6.2%
The institution itself	20.3%
Other	12.8%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$89,586,000
GI Bill	$23,268,000
Pell Grants	$287,782,000

Total federal spending on college- and university-based research and development: $414,370,000
Selected programs:

Department of Health and Human Services	$239,919,000
National Science Foundation	$39,346,000
Department of Defense	$64,547,000
Department of Agriculture	$18,466,000
Department of Energy	$21,057,000

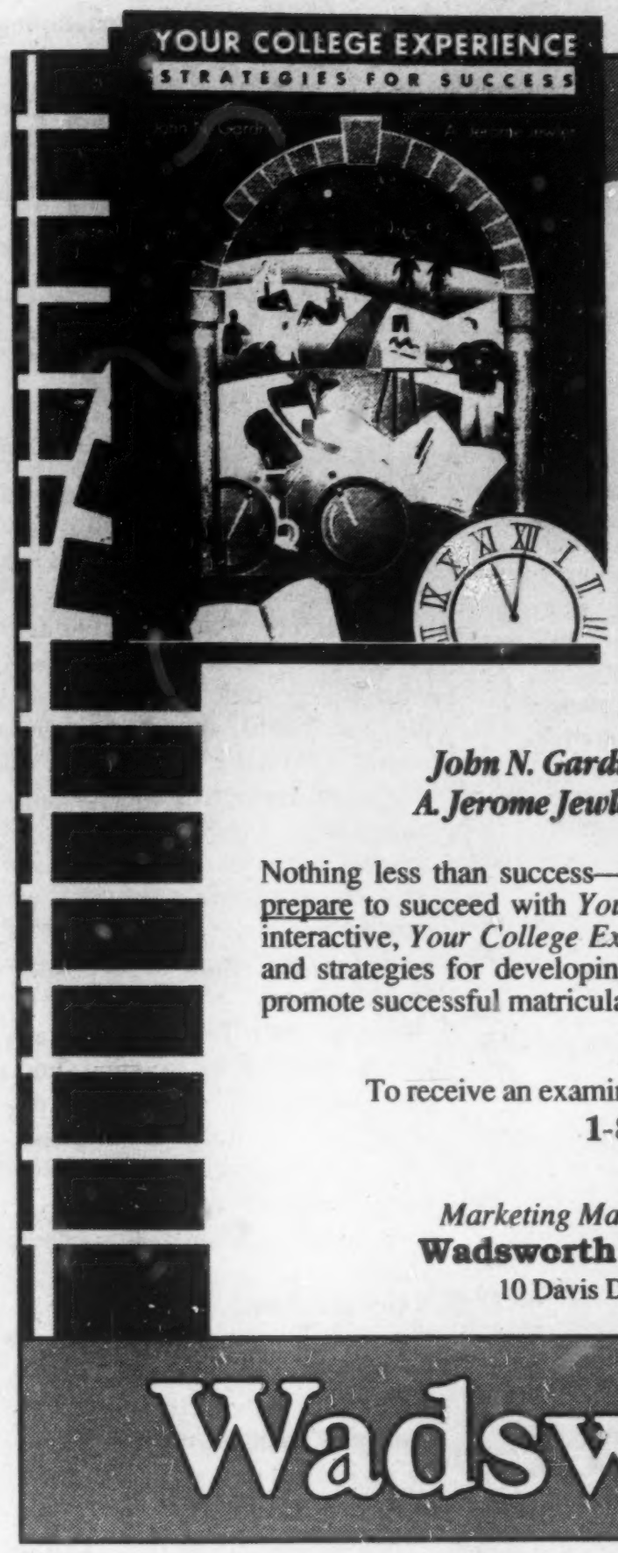
Largest endowment:

University of Texas System	$3,256,192,000

Top fund raisers:

University of Texas at Austin	$56,704,000
Texas A&M University	$50,817,000
University of Texas Anderson Cancer Center	$37,226,000

Continued on Page 95



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> Marian L. Gade, *Research Associate*, Center for Higher Education, Berkeley, CA

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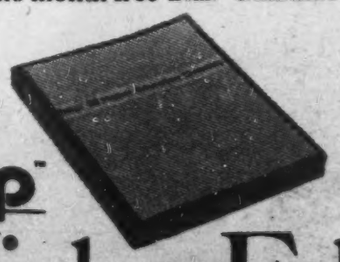

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Texas
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MISCELLANY

★ President Bush has selected Texas A&M University to be the site of his Presidential library.

★ A Rice University graduate student in architecture built a 42-square-foot plywood structure to give homeless people more privacy in shelters. Steve Mayman built the "port-a-home" as part of his master's thesis.

★ A long-standing dispute between Texas Methodists and Baptists obscures any higher-education institution's clear claim to being the oldest in the state. Southwestern University, a private liberal-arts college affiliated with the United Methodist Church, says it was founded in 1840 as Rutersville College. Baylor University, a private institution affiliated with the Southern Baptist Church, considers that a highly questionable claim and maintains that its 1845 charter from the Republic of Texas Congress makes it the state's oldest college or university.

Utah

EDUCATION is highly prized in Utah, but the state's politics and demographics place unusual financial pressures on its public colleges and universities. And the University of Utah's embarrassing dalliance with the now-discredited achievement of cold fusion has not helped matters.

The influence of the Church of Jesus Christ of Latter-day Saints is an important factor in higher education—especially at Brigham Young University, a Mormon institution that counts among its alumni many of the state's most prominent political and business figures.

Utah devotes about 70 per cent of all state revenues to education. But because nearly three-quarters of Utah's residents are Mormon and the religion promotes large families, the state has an unusually large number of schoolchildren to educate: 37 per cent of the population is under age 18, compared with the national figure of 26 per cent.

Historically, the fiscally conservative Legislature has been more generous to elementary and secondary schools than to colleges.

The biggest complaint of public higher-education officials is that the Legislature is not financing their institutions adequately to keep up with enrollment growth, or to keep faculty salaries competitive. Enrollment in public higher education has increased 20 per cent since 1985, and the growth is expected to continue.

In the past year, several college and university officials have expressed concern about the below-average college-going rate of women in the state—a phenomenon that some say is a product of the Mormons' family-oriented philosophy. The state Board of Regents, the governing and coordinating board for all of higher education, has also recently become concerned with the issue. But so far the board has been cautious about suggesting expensive solutions, such as special scholarships or more state financed day care, to change the pattern.

The University of Utah is among the institutions that have tried to recruit more women, particularly to mathematics and science—areas of traditional strength in an institution that is known for its work in physics, medicine, and space-related research.

In the past year, the institution has taken steps to erase the blemish on that scientific reputation. The state shut down the $4.5-million National Cold Fusion Institute, which had been affiliated with the university, after it failed to attract significant sources of outside support. And the university chose as its new president Arthur K. Smith, provost of the University of South Carolina, to replace Chase N. Peterson, who resigned in 1990 after it was learned that an "anonymous" gift to the institute was really money he had authorized to be transferred from other university accounts.

DEMOGRAPHICS

Population: 1,722,850 (Rank: 35)

Age distribution:

Up to 17	36.4%
18 to 24	11.6%
25 to 44	29.0%
45 and older	23.0%

Racial and ethnic distribution:

American Indian	1.4%
Asian	1.9%
Black	0.7%
White	93.8%
Other and unknown	2.2%
Hispanic (may be any race)	4.9%

Educational attainment of adults:

At least 4 years of high school	80.0%
At least 1 to 3 years of college	44.1%
At least 4 years of college	19.9%

Per-capita personal income: $14,083

New high-school graduates in:

1991-92 (estimate)	25,369
2001-02 (estimate)	30,977

New GED diploma recipients: 901

High-school dropout rate: 20.6%

POLITICAL LEADERSHIP

Governor: Norman H. Bangerter (R), term ends 1993

Governor's higher-education adviser: Colleen Colton, 210 State Capitol, Salt Lake City 84114; (801) 538-1000

U.S. Senators: Jake Garn (R), term ends 1993; Orrin G. Hatch (R), term ends 1995

U.S. Representatives:
2 Democrats, 1 Republican
James V. Hansen (R), Bill Orton (D), Wayne Owens (D)

Legislature: Senate, 10 Democrats, 19 Republicans; House, 31 Democrats, 44 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	4
Public 2-year institutions	5
Private 4-year institutions	2
Private 2-year institutions	3
Total	14

Vocational institutions: 40

Statewide coordinating board:
Utah System of Higher Education
355 West North Temple
3 Triad Center, Suite 550
Salt Lake City 84180
(801) 538-5247
Wm. Rolfe Kerr, commissioner of higher education

Private-college association:
None

Institution censured by the AAUP:
Westminster College of Salt Lake City

Institutions under NCAA sanctions:
None

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	1,583
Associate professor	996
Assistant professor	700
Instructor	174
Lecturer	22
No rank	284
Total	3,759

Average pay of full-time professors:

At public 4-year institutions	$36,404
At public 2-year institutions	$27,109
At private 4-year institutions	$43,684
At private 2-year institutions	$33,596
At all institutions	$38,319
Men (all institutions)	$39,738
Women (all institutions)	$32,480

STUDENTS

Enrollment:

Total	114,815
At public 4-year institutions	54,444
At public 2-year institutions	25,179
At private 4-year institutions	34,164
At private 2-year institutions	1,028
Undergraduate	104,394
First-time freshmen	20,374
Graduate	9,191
Professional	1,230
American Indian	1,088
Asian	1,736
Black	619
Hispanic	1,743
White	97,575
Foreign	4,777

Enrollment highlights:

Women	[illegible]%
Full-time	64.6%
Minority	5.0%
Foreign	4.4%
10-year change in total enrollment	Up 27.0%

Proportion of enrollment made up of minority students:

At public 4-year institutions	5.5%

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Utah
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At public 2-year institutions ... 7.7%
At private 4-year institutions .. 2.0%
At private 2-year institutions . 15.1%

Degrees awarded:
Associate 3,572
Bachelor's 10,682
Master's 2,345
Doctorate 367
Professional 376

Residence of new students: State residents made up 64% of all freshmen enrolled in Utah; 90% of all Utah residents who were freshmen attended college in their home state.

Test scores: Students averaged 18.9 on the A.C.T., which was taken by 67% of Utah's high-school seniors.

MONEY

Average tuition and fees:
At public 4-year institutions .. $1,429
At public 2-year institutions .. $1,136
At private 4-year institutions . $1,975
At private 2-year institutions . $2,768

Expenditures:
Public institutions $669,714,000
Private institutions $194,649,000

State funds for higher-education operating expenses: $295,883,000
Two-year change: Up 12%

State spending on student aid:
Need-based: $1,001,000; 2,000 awards
Non–need-based: [illegible]4,000; 66 awards
Other: $9,501,000

Salary of chief executive of largest public 4-year campus:
Arthur K. Smith, University of Utah: $130,000 (1991-92)

Total spending on research and development by doctorate-granting universities: $164,828,000
Sources:
Federal government 66.2%
State and local governments .. 10.4%
Industry 3.3%
The institution itself 16.9%
Other 3.2%

Federal spending on education and student aid (selected programs):
Vocational and adult education $9,928,000
GI Bill $3,169,000
Pell Grants $54,196,000

Total federal spending on college- and university-based research and development: $86,648,000
Selected programs:
Department of Health and Human Services . $39,107,000
National Science Foundation $11,168,000
Department of Defense . $24,126,000
Department of Agriculture $2,649,000
Department of Energy ... $4,742,000

Largest endowment:
University of Utah $64,762,000

Top fund raisers:
University of Utah $46,540,000
Utah State University ... $3,810,000

MISCELLANY

★ Following clashes between the administration and the faculty that led to the resignation of 17 professors in 1915, the University of Utah became the subject of the first institutional investigation ever conducted by the American Association of University Professors. John Dewey, the philosopher, was a member of the A.A.U.P. investigating team.

★ In 1991 the University of Utah selected Arthur K. Smith as its first non-Mormon president. Mr. Smith, provost of the University of South Carolina, is an Episcopalian.

★ The oldest institution of higher education in the state is the University of Utah, founded in 1850.

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Vermont

VERMONT MAY ENJOY a pastoral image, but lately the reality has been less than serene, at least in higher education.

The recession has not spared Vermont, and its public colleges have endured several rounds of budget cuts in the past year. They face the next academic year with less state money than they received in 1990-91.

Colleges have responded by raising tuition, in some cases dramatically. At the University of Vermont, for example, tuition for state residents will increase by nearly 17 per cent in 1991-92.

The rise is particularly touchy for the university—which has been accused of elitism in the past because of its high tuition rates, its heavy enrollment of non-Vermonters, and aggressive attempts to thwart faculty unionization. But the institution has taken deliberate steps in the past two years to smooth its relations with state legislators and officials of its hometown of Burlington.

The university, which is governed by its own board. is unusual in that it was founded as a private college and only began receiving state funds in 1955. It still receives less than 15 per cent of its budget from the state.

The Vermont State Colleges System depends more heavily on state support. The system includes three four-year colleges and two two-year institutions, Vermont Technical College and the Community College of Vermont. The latter does not have a permanent campus and rents space in schools, office buildings, and other facilities. Its part-time faculty members offer courses at 12 "teaching sites" throughout the state.

Recent events at some colleges have led several of them to confront searing questions about race relations and women's issues.

The most-publicized of these took place at the University of Vermont, the state's land-grant institution. In the spring, about two dozen students took over the president's office, protesting what they said was slow progress in achieving racial diversity. Removed by campus police after more than two weeks, they have since erected a "shanty town"—which they call "Diversity University"—on the campus green.

University officials have decided to let the shanty town remain as an expression of free speech, and have appointed a campus committee—including some of the protesters—to recommend ways to promote cultural diversity.

At Johnson State College, Lynn Veach Sadler, the president, resigned in June after just 17 months in office, out of a "rising sense of moral disgust" with incidents of racism and sexism on her campus.

Vermont has no statewide coordinating board, but many of the duties that would be performed by such a board are handled by the Higher Education Planning Commission. Another overseer of higher education is the Vermont Student Assistance Corporation, which manages financial-aid programs.

State financial aid is available to students at private colleges, a reflection of the long-standing political influence that those institutions enjoy. About 40 per cent of all Vermont students attend private colleges, and the state is the home of such well-known liberal-arts institutions as Middlebury and Bennington Colleges.

DEMOGRAPHICS

Population: 562,758 (Rank: 49)

Age distribution:
Up to 17 ..... 25.4%
18 to 24 ..... 11.2%
25 to 44 ..... 33.4%
45 and older 30.0%

Racial and ethnic distribution:
American Indian 0.3%
Asian 0.6%
Black 0.3%
White 98.6%
Other and unknown 0.1%
Hispanic (may be any race) ... 0.7%

Educational attainment of adults:
At least 4 years of high school 71.0%
At least 1 to 3 years of college 34.7%
At least 4 years of college 19.0%

Per-capita personal income: $17,436

New high-school graduates in:
1991-92 (estimate) 6,147
2001-02 (estimate) 7,292

New GED diploma recipients: 1,278

High-school dropout rate: 21.3%

POLITICAL LEADERSHIP

Governor: Howard Dean (D), term ends 1993

Governor's higher-education adviser: Bruce Post, Pavilion Office Building, 109 State Street, Montpelier 05602; (802) 828-3326

U.S. Senators: James M. Jeffords (R), term ends 1995; Patrick J. Leahy (D), term ends 1993

U.S. Representative:
1 Socialist
Bernard Sanders (Socialist)

General Assembly: Senate, 15 Democrats, 15 Republicans; House, 73 Democrats, 75 Republicans, 2 Independents

COLLEGES AND UNIVERSITIES

Higher education:
Public 4-year institutions 4
Public 2-year institutions 2
Private 4-year institutions 13
Private 2-year institutions 3
Total 22

Vocational institutions: 11

Statewide coordinating board:
Vermont Higher Education Planning Commission
109 State Street
Montpelier 05602
(802) 828-2376
Position of executive director vacant

Private-college association:
Association of Vermont Independent Colleges
2 Prospect Street
Montpelier 05602
(802) 223-1662
Judy P. Rosenstreich, executive director

Institutions censured by the AAUP:
None

Institutions under NCAA sanctions:
None

FACULTY MEMBERS

Full-time faculty members by rank:
Professor 361
Associate professor 394
Assistant professor 414
Instructor 68
Lecturer 53
No rank 148
Total 1,438

Average pay of full-time professors:
At public 4-year institutions . $39,891
At public 2-year institutions .. $28,138
At private 4-year institutions $34,828
At private 2-year institutions $23,680
At all institutions $36,018
Men (all institutions) $38,472
Women (all institutions) $30,301

STUDENTS

Enrollment:
Total 35,946
At public 4-year institutions .. 16,127
At public 2-year institutions ... 4,798
At private 4-year institutions . 12,921
At private 2-year institutions .. 2,100
Undergraduate 31,510
First-time freshmen 6,642
Graduate 3,834
Professional 602
American Indian 98
Asian ..... 4[illegible]

BEST AVA

Black	277
Hispanic	234
White	32,953
Foreign	498

Enrollment highlights:

Women	56.7%
Full-time	68.3%
Minority	3.0%
Foreign	1.4%
10-year change in total enrollment	Up 21.6%

Proportion of enrollment made up of minority students:

At public 4-year institutions	3.2%
At public 2-year institutions	1.3%
At private 4-year institutions	3.6%
At private 2-year institutions	1.6%

Degrees awarded:

Associate	1,136
Bachelor's	4,193
Master's	991
Doctorate	49
Professional	85

Residence of new students: State residents made up 43% of all freshmen enrolled in Vermont; 63% of all Vermont residents who were freshmen attended college in their home state.

Test scores: Students averaged 890 on the S.A.T., which was taken by 68% of Vermont's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$3,641
At public 2-year institutions	$2,210
At private 4-year institutions	$10,928
At private 2-year institutions	$5,979

Expenditures:

Public institutions	$188,112,000
Private institutions	$150,689,000

State funds for higher-education operating expenses: $59,830,000

Two-year change: Up 11%

State spending on student aid:
Need-based: $10,965,000; 11,005 awards
Non–need-based: None
Other: $212,000

Salary of chief executive of largest public 4-year campus:
George H. Davis, University of Vermont: $130,000 (1991-92)

Total spending on research and development by doctorate-granting universities: $42,743,000

Sources:

Federal government	66.8%
State and local governments	5.8%
Industry	8.2%
The institution itself	12.8%
Other	6.4%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$6,829,000
GI Bill	$511,000
Pell Grants	$6,771,000

Total federal spending on college- and university-based research and development: $28,244,000

Selected programs:

Department of Health and Human Services	$21,465,000
National Science Foundation	$1,649,000
Department of Defense	$355,000
Department of Agriculture	$2,831,000
Department of Energy	$242,000

Largest endowment:
Middlebury College ... $227,488,000

Top fund raisers:

University of Vermont	$12,575,000
Middlebury College	$9,712,000
Bennington College	$2,599,000

MISCELLANY

★ Landmark College, in Putney, is a private institution designed for students with dyslexia and other learning disabilities.

★ Marlboro and Champlain Colleges allowed a handful of veterans of the Persian Gulf war to attend the institutions for half the regular tuition price. Administrators said they were offering the discounts to honor the veterans and give them an opportunity to get on with their lives.

★ The oldest institution of higher education in the state is the University of Vermont, founded in 1791.

Virginia

VIRGINIA's higher-education officials, looking beyond the immediate future, plan to continue their efforts to improve the quality of their programs and institutions.

It is an ambitious goal—particularly since state support for higher education was cut by 11 per cent in fiscal 1991 and by an additional 6 per cent for fiscal 1992.

Gov. L. Douglas Wilder, a Democrat, eased his restrictions on tuition increases and allowed institutions to recover part of the loss of state funds. But they still were forced to lay off part-time faculty members and leave hundreds of vacancies unfilled.

Higher-education officials want to see the dollars restored, but they also want more autonomy. The Council of Higher Education issued a report that said that if state support continued to decrease, the state should impose fewer restrictions on how public institutions spend state money and set tuition rates, among other things.

While state officials promise to consider those recommendations, they are also pressing colleges on a variety of fronts. James W. Dyke, Jr., Virginia's Secretary of Education, is more interested in another document produced by the council—a report on faculty productivity. A random survey of 2,800 full-time faculty members persuaded Mr. Dyke that Virginia's faculty members work hard. Even so, he and other higher-education administrators are trying to develop incentives that would encourage faculty members to place more emphasis on teaching.

Governor Wilder, meanwhile, has demanded that colleges prepare policies to fight racism and sexism on campuses. His demand was occasioned by the state's uneven progress in recruiting minority students, particularly at its predominantly white campuses.

Sometimes Mr. Wilder offhandedly drops political bombs, and colleges have experienced the fallout. After drug raids at three University of Virginia fraternities by law-enforcement officials, Mr. Wilder said a state task force on substance abuse and sexual assaults on college campuses should consider mandatory drug testing of students. That suggestion was dropped after an outcry by college officials and civil-rights leaders.

He also has criticized the men-only admissions policy at the Virginia Military Institute. He hinted that he might reduce or eliminate state support for the institution if it did not change its policy, but the idea was soon shelved.

Furthermore, a federal judge sided with the institute's policy and ruled that it did not violate federal anti-bias laws. The U.S. Justice Department, which had challenged the policy, plans to appeal.

The institute's loyal alumni are among the most politically influential in the state. They are also generous: The VMI Foundation has the largest endowment per student of any public institution in the nation. Two of the state's other prestigious institutions, the University of Virginia and the College of William and Mary, are among the top 10 institutions in that ranking.

The state Council of Higher Education has some influence with the General Assembly, but the individual Boards of Visitors of the four-year institutions retain considerable power. The State Board for Community Colleges governs two-year institutions, many of which have seen remarkable enrollment increases in recent years.

Historically black institutions include Virginia State and Norfolk State Universities, which are public, and Hampton University, which is private. Other private institutions include the University of Richmond and Liberty University, which is best known for its ties to the evangelist Jerry Falwell.

DEMOGRAPHICS

Population: 6,187,358 (Rank: 12)

Age distribution:

Up to 17	24.3%
18 to 24	11.6%
25 to 44	34.5%
45 and older	29.6%

Racial and ethnic distribution:

American Indian	0.2%
Asian	2.6%
Black	18.8%
White	77.4%
Other and unknown	0.9%
Hispanic (may be any race)	2.6%

Educational attainment of adults:

At least 4 years of high school	62.4%
At least 1 to 3 years of college	34.0%
At least 4 years of college	19.1%

Per-capita personal income: $19,746

New high-school graduates in:

1991-92 (estimate)	64,289
2001-02 (estimate)	85,742

Continued on Following Page

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Virginia
CONTINUED

New GED diploma recipients: 9,911

High-school dropout rate: 28.4%

POLITICAL LEADERSHIP

Governor: L. Douglas Wilder (D), term ends 1994

Governor's higher-education adviser:
James W. Dyke, P.O. Box 1475, Richmond 23212; (804) 786-1151

U.S. Senators: Charles S. Robb (D), term ends 1995; John W. Warner (R), term ends 1997

U.S. Representatives:
6 Democrats, 4 Republicans
Herbert H. Bateman (R), Thomas J. Bliley, Jr. (R), Rick Boucher (D), James Moran (D), Jim Olin (D), L. F. Payne (D), Owen B. Pickett (D), Norman Sisisky (D), D. French Slaughter, Jr. (R), Frank R. Wolf (R)

General Assembly: Senate, 30 Democrats, 10 Republicans; House, 59 Democrats, 39 Republicans, 2 Independents

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	15
Public 2-year institutions	24
Private 4-year institutions	33
Private 2-year institutions	6
Total	78

Vocational institutions: 165

Statewide coordinating board:
State Council of Higher Education
James Monroe Building
101 North 14th Street
Richmond 23219
(804) 225-2600
Gordon K. Davies, director

Private-college association:
Council of Independent Colleges in Virginia
P.O. Box 1005
118 East Main Street
Bedford 24523
(703) 586-0606
Robert B. Lambeth, Jr., president

Institutions censured by the AAUP:
Virginia Community College System

Institution under NCAA sanctions:
Hampton University

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	2,988
Associate professor	3,223
Assistant professor	3,009
Instructor	841
Lecturer	94
No rank	33
Total	10,188

Average pay of full-time professors:

At public 4-year institutions	$46,232
At public 2-year institutions	$34,370
At private 4-year institutions	$33,861
At private 2-year institutions	$24,068
At all institutions	$40,984
Men (all institutions)	$43,841
Women (all institutions)	$34,570

STUDENTS

Enrollment:

Total	344,284
At public 4-year institutions	158,260
At public 2-year institutions	129,364
At private 4-year institutions	54,389
At private 2-year institutions	2,271
Undergraduate	297,369
First-time freshmen	47,098
Graduate	40,818
Professional	6,097
American Indian	738
Asian	9,032
Black	44,164
Hispanic	3,783
White	257,686
Foreign	5,813

Enrollment highlights:

Women	55.6%
Full-time	55.4%
Minority	18.3%
Foreign	1.8%
10-year change in total enrollment	Up 27.2%

Proportion of enrollment made up of minority students:

At public 4-year institutions	18.1%
At public 2-year institutions	16.9%
At private 4-year institutions	21.0%
At private 2-year institutions	36.4%

Degrees awarded:

Associate	7,438
Bachelor's	26,028
Master's	6,545
Doctorate	764
Professional	1,695

Residence of new students: State residents made up 68% of all freshmen enrolled in Virginia; 78% of all Virginia residents who were freshmen attended college in their home state.

Test scores: Students averaged 890 on the S.A.T., which was taken by 60% of Virginia's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$2,532
At public 2-year institutions	$813
At private 4-year institutions	$7,238
At private 2-year institutions	$4,409

Expenditures:

Public institutions	$1,825,156,000
Private institutions	$387,455,000

State funds for higher-education operating expenses: $1,077,934,000
Two-year change: Up 5%

State spending on student aid:
Need-based: $7,400,000; 8,304 awards
Non–need-based: $18,114,000; 13,441 awards
Other: None

Salary of chief executive of largest public 4-year campus:
James D. McComas, Virginia Polytechnic Institute and State University: $104,621 from state plus $43,058 from private donations (1991-92)

Total spending on research and development by doctorate-granting universities: $258,919,000

Sources:

Federal government	53.9%
State and local governments	19.0%
Industry	8.4%
The institution itself	13.3%
Other	5.5%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$29,378,000
GI Bill	$11,050,000
Pell Grants	$75,088,000

Total federal spending on college- and university-based research and development: $126,596,000

Selected programs:

Department of Health and Human Services	$62,956,000
National Science Foundation	$13,327,000
Department of Defense	$10,061,000
Department of Agriculture	$7,426,000
Department of Energy	$6,221,000

Largest endowment:
University of Virginia . $487,007,000

Top fund raisers:

University of Virginia	$51,349,000
Virginia Polytechnic Institute and State University	$41,222,000
College of William and Mary	$16,270,000

MISCELLANY

★ At its 1991 graduation ceremonies, Hampton University awarded an honorary degree to President Bush despite protests from students and faculty members at the historically black institution that Mr. Bush's civil-rights record made him unworthy of the honor.

★ The Virginia Center for Innovative Technology and the German National Center for Computer Science reached an agreement in 1991 under which researchers from Virginia and Germany will work together on computer-science and technology-transfer projects.

★ In the first action of its kind, federal marshals confiscated three fraternity houses at the University of Virginia in March following drug raids at the houses. The houses are valued at $890,000. Ten students at the university were indicted on drug-distribution charges following the raids.

★ The oldest institution of higher education in Virginia is the College of William and Mary, founded in 1693.

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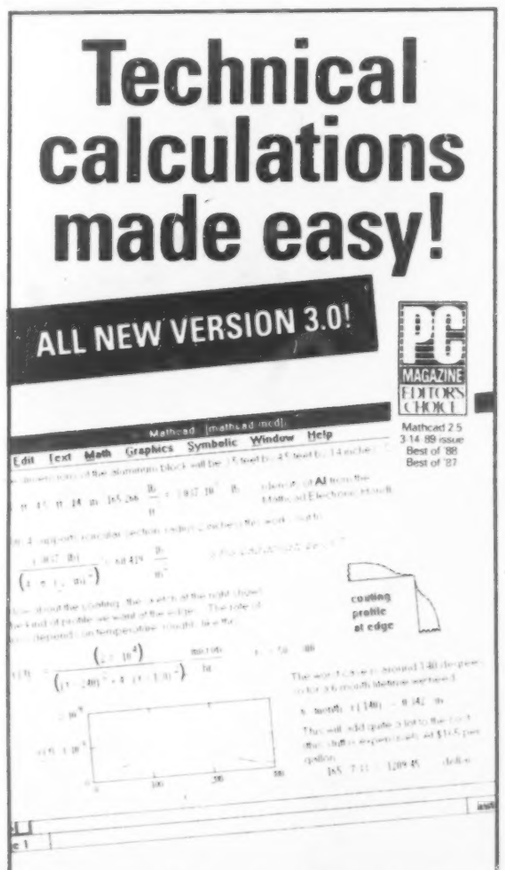

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Washington

WASHINGTON HAS TAKEN an activist approach to higher education in recent years.

Its efforts to expand college-going opportunities in emerging metropolitan areas, to beef up requirements for teaching certification, and to improve salaries and facilities at existing institutions have created high expectations, and some dissatisfaction.

In particular, state officials are concerned that enrollments at some of the five new branch campuses opened in 1990 have not been as great as expected. Also, some higher-education officials are disappointed that legislators did not give colleges and universities the kinds of increases in state financing in 1991 that they had given in the previous biennium. Although its strong aerospace- and tourism-based economy sheltered the state from the recession, higher education suffered because of competing needs of health care and prisons.

Still, the Legislature and Gov. Booth Gardner, a Democrat, did provide new money to accommodate enrollment growth in the universities, and to add nursing and engineering programs at some of the branch campuses in the hope that such courses would have greater appeal to the adult students who are their target market.

The branches—arms of the University of Washington, and Washington State and Central Washington Universities—are also designed to provide higher-education opportunities to such places as Vancouver, Spokane, and the Puget Sound region, where many minority and part-time students live.

Spurred by Governor Gardner's interest, the universities have been paying greater attention to elementary and secondary education. Higher education was a key player in the state's 1990 reform of teacher preparation, which when phased in will eliminate education as an undergraduate major and require all teachers to obtain a master's degree or lose their certification.

The Higher Education Coordinating Board, which oversees four-year institutions, is also looking into ways colleges can work better with public schools. The schools face pressures as Washington increasingly becomes a destination for many Asian immigrants.

The demand for classes in English as a second language is adding financial strains to the already-burdened community colleges, which historically have provided training in basic skills and literacy in addition to more-traditional courses on the associate-degree level.

The Governor's latest push—to improve the state's work force—has focused even more on two-year institutions. And it has prompted some changes. The most visible of them was the decision to shift responsibility for the state's five vocational-technical institutes from local school boards to the state Board for Community Colleges, which will be known as the State Board for Community and Technical Colleges as of September 1. Adults now make up about 90 per cent of the enrollment in those in-

stitutions, and state officials said it made sense to consolidate all adult vocational-education programs under a single agency.

Like the community colleges, each technical college will be governed by its own board of trustees.

DEMOGRAPHICS

Population: 4,866,692 (Rank: 18)

Age distribution:

Up to 17	25.9%
18 to 24	10.0%
25 to 44	34.1%
45 and older	30.0%

Racial and ethnic distribution:

American Indian	1.7%
Asian	4.3%
Black	3.1%
White	88.5%
Other and unknown	2.4%
Hispanic (may be any race)	4.4%

Educational attainment of adults:

At least 4 years of high school	77.6%
At least 1 to 3 years of college	40.2%
At least 4 years of college	19.0%

Per-capita personal income: $18,858

New high-school graduates in:

1991-92 (estimate)	45,846
2001-02 (estimate)	64,068

New GED diploma recipients: 8,736

High-school dropout rate: 22.9%

POLITICAL LEADERSHIP

Governor: Booth Gardner (D), term ends 1993

Governor's higher-education adviser: Steve Garcia, Insurance Building, Room 100, Olympia 98504; (206) 586-6260

U.S. Senators: Brock Adams (D), term ends 1993; Slade Gorton (R), term ends 1995

U.S. Representatives:
5 Democrats, 3 Republicans
Rod Chandler (R), Norman D. Dicks (D), Thomas S. Foley (D), Jim McDermott (D), John Miller (R), Sid Morrison (R), Al Swift (D), Jolene Unsoeld (D)

Legislature: Senate, 24 Democrats, 25 Republicans; House, 58 Democrats, 40 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	6
Public 2-year institutions	27
Private 4-year institutions	20
Private 2-year institutions	2
Total	55

Vocational institutions: 143

Statewide coordinating board:
Higher Education Coordinating Board
917 Lakeridge Way, GV-11
Olympia 98504
(206) 753-3241
Ann Daley, executive director

Private-college association:
Washington Friends of Higher Education
600 Tower Building
1809 7th Avenue
Seattle 98101
(206) 624-9093
David M. Irwin, president

Institutions censured by the AAUP:
None

Institutions under NCAA sanctions:
None

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	1,762
Associate professor	1,265
Assistant professor	994
Instructor	116
Lecturer	122
No rank	2,497
Total	6,756

Average pay of full-time professors:

At public 4-year institutions	$41,097
At public 2-year institutions	$31,435
At private 4-year institutions	$35,120
At private 2-year institutions	n/a
At all institutions	$36,675
Men (all institutions)	$38,517
Women (all institutions)	$31,949

STUDENTS

Enrollment:

Total	255,760
At public 4-year institutions	78,387
At public 2-year institutions	142,975
At private 4-year institutions	32,455
At private 2-year institutions	1,943
Undergraduate	234,974
First-time freshmen	66,853
Graduate	17,864
Professional	2,922
American Indian	3,444
Asian	13,492
Black	6,504
Hispanic	4,830
White	219,643
Foreign	5,175

Enrollment highlights:

Women	55.3%
Full-time	57.6%
Minority	11.4%
Foreign	2.0%
10-year change in total enrollment	Down 15.7%

Proportion of enrollment made up of minority students:

At public 4-year institutions	12.6%
At public 2-year institutions	11.3%
At private 4-year institutions	9.3%
At private 2-year institutions	9.2%

Degrees awarded:

Associate	12,284
Bachelor's	18,118
Master's	4,275
Doctorate	583
Professional	809

Residence of new students: State residents made up 89% of all freshmen enrolled in Washington; 92% of all Washington residents who were freshmen attended college in their home state.

Test scores: Students averaged 913 on the S.A.T., which was taken by 49% of Washington's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$1,710
At public 2-year institutions	$802
At private 4-year institutions	$8,096
At private 2-year institutions	$7,045

Expenditures:

Public institutions	$1,399,780,000
Private institutions	$227,211,000

State funds for higher-education operating expenses: $840,231,000
Two-year change: Up 17%

State spending on student aid:
Need-based: $21,146,000; 22,341 awards
Non–need-based: $32,000; 32 awards
Other: $862,000

Salary of chief executive of largest public 4-year campus:
William P. Gerberding, University of Washington: $111,696 from state plus $51,240 from private donations (1991-92)

Total spending on research and development by doctorate-granting universities: $276,885,000
Sources:

Federal government	74.1%
State and local governments	2.2%
Industry	7.7%
The institution itself	13.0%
Other	2.9%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$21,233,000
GI Bill	$10,516,000
Pell Grants	$72,746,000

Total federal spending on college- and university-based research and development: $200,888,000
Selected programs:

Department of Health and Human Services	$119,739,000
National Science Foundation	$27,134,000
Department of Defense	$23,937,000
Department of Agriculture	$8,524,000
Department of Energy	$7,782,000

Largest endowment:

University of Washington	$170,071,000

Top fund raisers:

University of Washington	$89,427,000
Washington State University	$24,975,000
Pacific Lutheran University	$5,574,000

MISCELLANY

★ Laurel L. Wilkening, provost and vice-president for academic affairs at the University of Washington, was appointed by Vice-President Quayle in 1991 to serve as chairwoman of his Space Policy Advisory Board.

★ Each spring the University of Puget Sound stages an evening of "Foolish Pleasures"—the campus's version of Academy Awards night. It features short films of students' memories of their education at Puget Sound. On awards night, the "producers" arrive in limousines and are decked out in furs. The best film gets the "Golden Camera" award.

★ The oldest institution of higher education in Washington is Whitman College, founded in 1859.

West Virginia

SINCE THE 1989 reorganization of higher education in West Virginia, state officials have been concentrating on how to increase the efficiency and quality of programs and services.

The blueprint for the reorganization was a report by the Carnegie Foundation for the Advancement of Teaching. Most of the recommendations were adopted. But the state is trying alternatives to two of the recommendations: that it eliminate one of its three medical schools and that it create a community-college system.

Gov. Gaston Caperton, a Democrat, proposed consolidating the three schools early in the 1991 legislative session. He eventually abandoned the proposal.

The likely target for closure, the West Virginia School of Osteopathic Medicine, and its political

Continued on Following Page

Advertisement

The Learning Society:
MacBeth in the New Millennium

By Bernard R. Gifford, Ph.D.
Vice President, Education
Apple Computer, Inc.

Not long ago, the president of a small liberal arts college in West Virginia paid me a visit.

Now, like all of us in education, I've sat through a meeting or two in my time. And I admit that my attention may have drifted once or twice. But not this time! The plan he presented was nothing short of a total electronic "make-over" of his college, affecting every aspect of its operation. He wanted to demonstrate how a thoughtfully integrated computer network could work wonders in a small college setting.

That was just a few months ago. But when Bethany College opens its doors to its 151st freshman class next week, the students will discover that hundreds of Apple Macintosh computers and Apple printers have been installed throughout this sprawling campus in the picturesque foothills of the Allegheny Mountains.

The collaboration that turned Bethany into a "Mac" campus has been called—somewhat whimsically—MacBeth. And while it may be "double, double toil," it is certainly well worth the trouble. In the new millennium, MacBeth will transform virtually every facet of campus life, from the classroom and the laboratory to the library and the administrative offices.

The authors of this MacBeth were Bethany's president, D. Duane Cummins, and alumnus John E. Osborne, who happens to be an Apple executive here in Cupertino. Theirs was the right plan at the right time. Apple had been looking for a small liberal arts college that could model the potential of personal computers to transform learning—and learning organizations—in the 21st century. And Bethany had been looking for a way to give its faculty and students access to state-of-the-art educational technology.

Bethany's faculty will receive new Macintosh computers for their offices; the college has promised each faculty member a computer for home use as well. Because faculty members do much of their work at home, Bethany's administration has wisely planned to link up faculty offices with professors' home offices. And once the campus library is placed on-line, students and faculty will have an electronic window both to Bethany's own holdings and to the catalogs of other libraries throughout the country.

These are all steps in the right direction. But what excites me most is the promise of truly integrating computers into a broad range of college courses. Ten computer laboratories throughout the campus will set in motion the process of transforming curricula in all areas of study—from business to math to creative writing to dance.

Students will be using computers in literature classes, for example, to study old texts in new ways. They will be able to study the evolution of Hemingway's style by downloading an early draft of a story, trying their hand at improving it, and then comparing their attempt to the revision that Hemingway himself came up with.

Students in a Shakespeare course might explore the complex layers of *Romeo and Juliet* by studying mini-versions of the play that highlight passages emphasizing its romantic content, or its psychological dimension, or its philosophical side. To grasp the importance of character in the play, they might read scenes from which the central player has been deleted.

Bethany also plans to use the computers in its thriving Japanese language program. By introducing software that lets individuals progress at their own pace, they will change the way in which students learn to read and write Japanese.

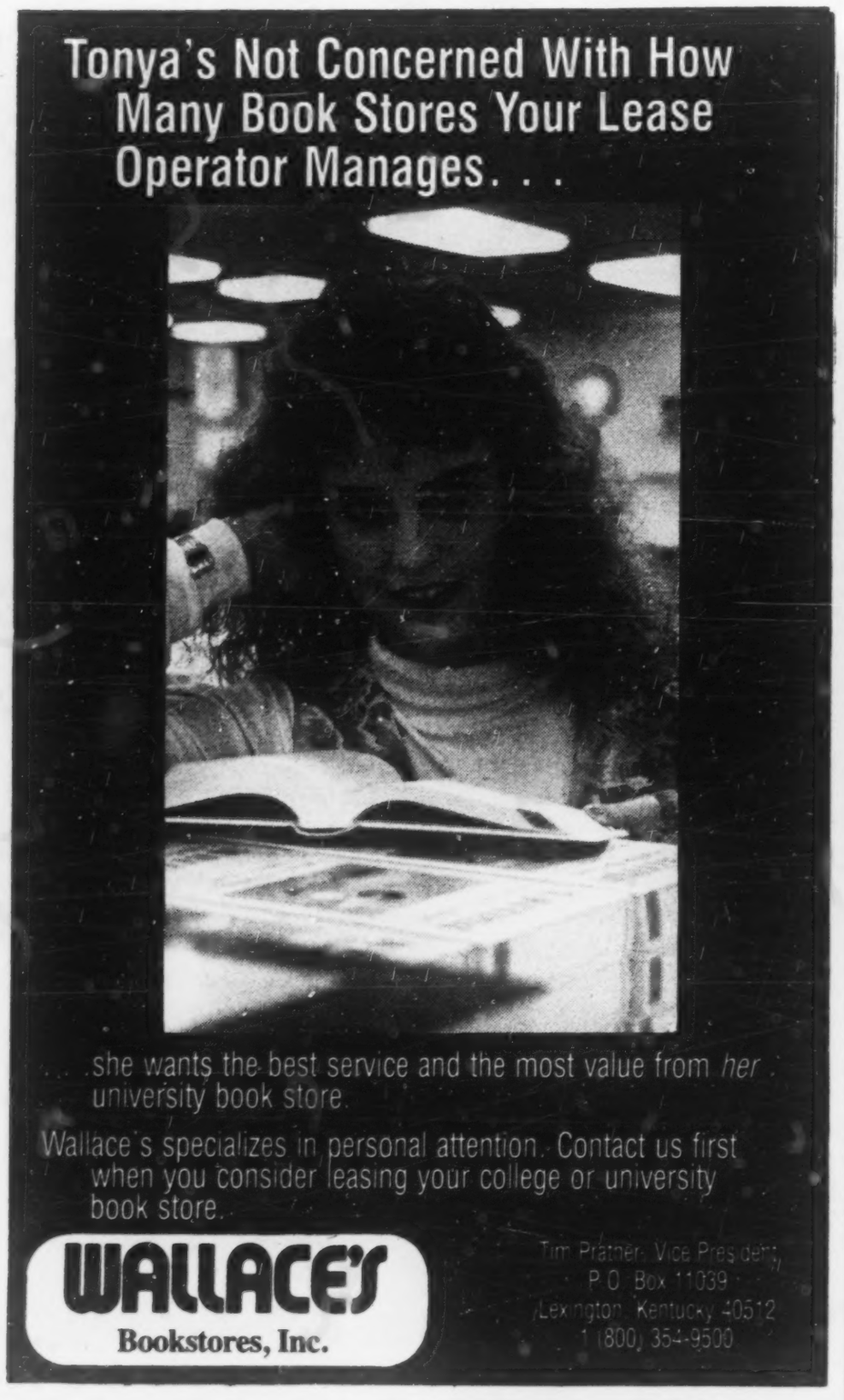
Even the physical education program will benefit from the new technology. A self-paced physical fitness format will be made available to students via computer terminals, allowing them to select a workout based on their own physical profile and their individual progress in class.

Bethany's decision makers have concluded that the personal computer is as indispensable a tool for today's students as the portable typewriter was for my classmates and me. By next year, Bethany hopes to have in place a plan allowing students to buy computers when they first arrive on campus, paying for them in manageable installments over four years.

Apple's commitment to Bethany goes beyond the provision of educational hardware and software. In 1992, we will sponsor a National Technology Conference at Bethany, focusing on an integrated approach to information technology on small campuses. In future years I expect to see other symposia on educational technology at Bethany.

Though a venerable institution with strong traditions, Bethany has looked ahead, envisioning the emerging campus of the next century. Bethany's role as a showcase for integrated educational computing is hardly a coincidence. The college is no newcomer to educational innovation. Its core curriculum—challenging students to apply their learning in a series of practicums—has been widely imitated. So has its extensive freshman seminar program.

I see the MacBeth partnership as a logical extension of Bethany's long-standing commitment to a coherent and integrated education. An education not only for today, but also for "tomorrow, and tomorrow, and tomorrow."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West Virginia
CONTINUED

allies have successfully blocked attempts to shut the institution. Supporters of the school argue that it has a better record of providing health care to rural West Virginians than do West Virginia and Marshall Universities, the other institutions with medical schools.

Instead, lawmakers created a position of vice-chancellor for health sciences to oversee medical education in the University of West Virginia System. The vice-chancellor is expected to develop new ways of coordinating programs at the three medical schools.

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The progress of those efforts will be measured by a "report card" that legislators are requiring all institutions to submit. In the report card, campus administrators must describe how they spent their state appropriations.

The State College System Board of Directors, which oversees the state's eight four-year institutions and two community colleges, has come up with an alternative to the other remaining Carnegie recommendation. Instead of creating a community-college system, it has set up community-college divisions in the four-year colleges.

The presidents of the four-year colleges had opposed the creation of a two-year-college system because they feared they would lose students—and the state appropriations to serve them.

The state colleges used to be open-admission institutions. Starting in fall 1991, students will have to score at least 18 on the mathematics section of the American College Test or the equivalent on the Scholastic Aptitude Test to enroll in college-level mathematics courses.

Otherwise, students will have to enroll in a non-credit mathematics course offered by the community-college divisions. Students will have to score at least 19 on the language section of the ACT or the equivalent on the SAT to enroll in college-level English courses.

In the last two years, state lawmakers have been able to avoid mid-year budget cuts. Even though higher education in West Virginia has not enjoyed large budget increases, state support has been stable—a circumstance that is welcomed by higher-education officials, who went through a series of mid-year cuts in the 1980's.

The increased coordination by the governing boards is an attempt to reduce the competition between institutions—especially between West Virginia and Marshall—for programs, students, and dollars.

West Virginia University, for example, learned a hard lesson in politics when a brouhaha over its use of student interns to monitor legislation at the State Capitol angered lawmakers and led to the suspension of the program.

Although the lawmakers and boards have placed new demands for quality and efficiency on higher education, they have many deep-rooted problems to overcome. West Virginia is poor and ranks among the lowest in the nation in the number of high-school graduates who go on to college.

Most private higher education in West Virginia consists of religiously affiliated institutions, such as Bethany College.

DEMOGRAPHICS

Population: 1,793,477 (Rank: 34)

Age distribution:

Up to 17	24.7%
18 to 24	10.0%
25 to 44	29.7%
45 and older	35.6%

Racial and ethnic distribution:

American Indian	0.1%
Asian	0.4%
Black	3.1%
White	96.2%
Other and unknown	0.1%
Hispanic (may be any race)	0.5%

Educational attainment of adults:

At least 4 years of high school	56.0%
At least 1 to 3 years of college	20.4%
At least 4 years of college	10.4%

Per-capita personal income: $13,747

New high-school graduates in:

1991-92 (estimate)	20,982
2001-02 (estimate)	17,012

New GED diploma recipients: 3,101

High-school dropout rate: 22.7%

POLITICAL LEADERSHIP

Governor: Gaston Caperton (D), term ends 1993

Governor's higher-education adviser: position vacant

U.S. Senators: Robert C. Byrd (D), term ends 1995; John D. Rockefeller, IV (D), term ends 1997

U.S. Representatives:
4 Democrats, 0 Republicans
Alan B. Mollohan (D), Nick Joe Rahall, II (D), Harley O. Staggers, Jr. (D), Robert E. Wise, Jr. (D)

Legislature: Senate, 33 Democrats, 1 Republican; House, 74 Democrats, 26 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	12
Public 2-year institutions	4
Private 4-year institutions	9
Private 2-year institutions	3
Total	28

Vocational institutions: 52

Statewide coordinating boards:
University of West Virginia System
1018 Kanawha Boulevard East
Suite 700
Charleston 25301
(304) 348-4016
Charles W. Manning, chancellor

West Virginia State College System
1018 Kanawha Boulevard East
Suite 700
Charleston 25301
(304) 348-4016
Paul Marion, chancellor

Private-college association:
West Virginia Association of Independent Colleges
1106 Security Building
102 Capitol Street
Charleston 25301
(304) 345-5525
Robert F. Prather, president

Institutions censured by the AAUP:
None

Institution under NCAA sanctions:
Marshall University

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	738
Associate professor	689
Assistant professor	720
Instructor	244
Lecturer	53
No rank	0
Total	2,444

Average pay of full-time professors:

At public 4-year institutions	$30,975
At public 2-year institutions	$24,471
At private 4-year institutions	$26,583
At private 2-year institutions	$21,295
At all institutions	$29,758
Men (all institutions)	$31,723
Women (all institutions)	$25,735

STUDENTS

Enrollment:

Total	82,455
At public 4-year institutions	62,227
At public 2-year institutions	10,251
At private 4-year institutions	7,196
At private 2-year institutions	2,781
Undergraduate	72,115
First-time freshmen	18,318
Graduate	8,891
Professional	1,449
American Indian	119
Asian	577
Black	2,876
Hispanic	335
White	75,128
Foreign	1,344

Enrollment highlights:

Women	55.6%
Full-time	67.7%
Minority	4.9%
Foreign	1.7%
10-year change in total enrollment	Up 1.4%

Proportion of enrollment made up of minority students:

At public 4-year institutions	5.2%
At public 2-year institutions	2.5%
At private 4-year institutions	5.9%
At private 2-year institutions	6.3%

Degrees awarded:

Associate	2,640
Bachelor's	7,033
Master's	1,691
Doctorate	112
Professional	315

Residence of new students: State residents made up 71% of all freshmen enrolled in West Virginia; 85% of all West Virginia residents who were freshmen attended college in their home state.

Test scores: Students averaged 17.4 on the A.C.T., which was taken by 52% of West Virginia's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$1,591
At public 2-year institutions	$803
At private 4-year institutions	$7,197
At private 2-year institutions	$2,554

Expenditures:

Public institutions	$376,293,000
Private institutions	$73,716,000

State funds for higher-education operating expenses: $262,731,000

Two-year change: Up 4%

State spending on student aid:
Need-based: $5,550,000; 5,632 awards
Non–need-based: None
Other: $7,403,000

Salary of chief executive of largest public 4-year campus:
Neil S. Bucklew, West Virginia University: $104,572 (1991-92)

Total spending on research and development by doctorate-granting universities: $39,368,000

Sources:

Federal government	44.0%
State and local governments	3.2%
Industry	10.1%
The institution itself	38.3%
Other	4.4%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$12,095,000
GI Bill	$1,955,000
Pell Grants	$34,050,000

Total federal spending on college- and university-based research and development: $14,204,000

Selected programs:

Department of Health and Human Services	$4,631,000
National Science Foundation	$1,168,000
Department of Defense	$1,028,000
Department of Agriculture	$3,037,000
Department of Energy	$1,136,000

Largest endowment:

West Virginia University	$64,351,000

Top fund raisers:

West Virginia University	$15,544,000
University of Charleston	$4,306,000
Davis and Elkins College	$3,290,000

MISCELLANY

★ West Virginia has a wealth of support from federal agencies for research and construction projects at public and private colleges and universities. Sen. Robert C. Byrd, a Democrat, who is chairman of the Senate Appropriations Committee, is responsible for much of the largesse.

★ West Virginia State College, once a black land-grant institution, is seeking to have Congress restore that designation.

★ Some dispute exists over the oldest college in West Virginia. Marshall University and West Liberty State College were both founded in 1837. But Bethany College says those two institutions did not become baccalaureate-degree granting institutions until years later. Bethany believes its 1840 charter makes it the oldest institution of higher education in the state.

Wisconsin

WISCONSIN LAWMAKERS seem to delight in picking on the University of Wisconsin System.

In recent years, university leaders have come under attack for failing to provide enough undergraduate class sections to allow students to graduate on time and for not requiring faculty members to spend more of their time teaching.

The flaps have frequently created controversy but rarely lasting acrimony. That is because lawmakers are well aware of the great pride Wisconsin citizens take in the system, which by virtue of its 32 campuses is highly visible throughout the state. A chief source of the pride is the university's flagship campus in Madison.

The regular flare-ups, however, sometimes obscure the larger political and financial pressures facing the system. In recent years, university leaders have complained that the state does not provide them with enough money. But their attempts to compensate, by reducing enrollment and raising tuition, fly in the face of the state's populist traditions.

Kenneth A. Shaw, the chancellor, who left in mid-1991 to assume the presidency of Syracuse University, was among those urging the system to cut its enrollment and payroll unless state financing improves soon. Mr. Shaw, whose blunt criticism of state financing often angered Gov. Tommy G. Thompson, a Republican, was especially frustrated by the unwillingness of the Governor and Legislature to finance "catch up" pay raises for faculty members.

Enrollment cutbacks and tuition increases are also unpopular notions with the state's active and well-organized student lobby, the United Council of Wisconsin Student Governments. The council has been a strong voice behind many of the university system's efforts in recent years to make the campus climate more accommodating to female, minority, and gay students. Student and faculty groups have been particularly active in the nationwide effort to end discrimination against gay students in the Reserve Officers Training Corps.

The Wisconsin Board of Regents is the governing board for the entire system, which includes two-year and four-year institutions. A seat on the 17-member board is a coveted gubernatorial appointment. The state Board of Vocational, Technical, and Adult Education supervises technical colleges.

With the state's heavy dependence on the dairy industry, public spending is affected by the vagaries of milk pricing, and state officials follow prices nearly as closely as budget planners in Wyoming and Alaska track the oil market.

Wisconsin provides no direct support to its private colleges but does maintain a separate financial-aid program for students who attend private institutions, such as Concordia and Marquette Universities.

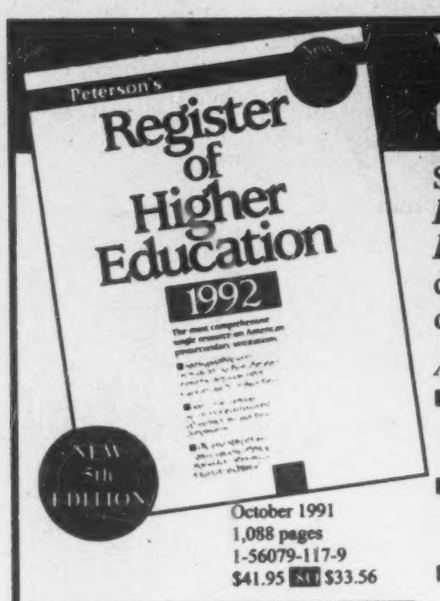
DEMOGRAPHICS

Population: 4,891,769 (Rank: 16)

Age distribution:

Up to 17	26.4%

Continued on Following Page



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(215) 391-1828

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(800) 553-8878

Wisconsin
CONTINUED

18 to 24 ..... 10.5%
25 to 44 ..... 31.6%
45 and older 31.5%

Racial and ethnic distribution:
American Indian 0.8%
Asian 1.1%
Black 5.0%
White 92.2%
Other and unknown 0.9%
Hispanic (may be any race) ... 1.9%

Educational attainment of adults:
At least 4 years of high school 69.6%
At least 1 to 3 years of college 29.2%
At least 4 years of college 14.8%

Per-capita personal income: $17,503

New high-school graduates in:
1991-92 (estimate) 53,930
2001-02 (estimate) 59,982

New GED diploma recipients: 3,058

High-school dropout rate: 15.1%

POLITICAL LEADERSHIP

Governor: Tommy G. Thompson (R), term ends 1995

Governor's higher-education adviser:
Tom Fonfara, State Capitol, P.O. Box 7863, Madison 53707; (608) 266-1212

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U.S. Senators: Robert W. Kasten, Jr. (R), term ends 1993; Herb Kohl (D), term ends 1995

U.S. Representatives:
4 Democrats, 5 Republicans
Les Aspin (D), Steve Gunderson (R), Gerald D. Kleczka (D), Scott L. Klug (R), Jim Moody (D), David R. Obey (D), Thomas E. Petri (R), Toby Roth (R), F. James Sensenbrenner, Jr. (R)

Legislature: Senate, 19 Democrats, 14 Republicans; House, 58 Democrats, 41 Republicans

COLLEGES AND UNIVERSITIES

Higher education:
Public 4-year institutions 13
Public 2-year institutions 17
Private 4-year institutions 28
Private 2-year institutions 3
Total 61

Vocational institutions: 99

Statewide coordinating board:
University of Wisconsin System
1720 Van Hise Hall
1220 Linden Drive
Madison 53706
(608) 262-2321
Katharine C. Lyall, acting president

Private-college association:
Wisconsin Association of Independent Colleges and Universities
25 West Main Street, Suite 583
Madison 53703
(608) 256-7761
Robert E. McCarthy, president

Institutions censured by the AAUP:
Marquette University

Institutions under NCAA sanctions:
None

FACULTY MEMBERS

Full-time faculty members by rank:
Professor 2,737
Associate professor 2,097
Assistant professor 2,077
Instructor 256
Lecturer 244
No rank 2,605
Total 10,016

Average pay of full-time professors:
At public 4-year institutions . $40,920
At public 2-year institutions . $35,501
At private 4-year institutions $36,133
At private 2-year institutions .... n/a
At all institutions $38,463
Men (all institutions) $40,411
Women (all institutions) $33,747

STUDENTS

Enrollment:
Total 290,672
At public 4-year institutions . 151,146
At public 2-year institutions .. 94,822
At private 4-year institutions . 43,551
At private 2-year institutions .. 1,153
Undergraduate 261,620
First-time freshmen 54,348
Graduate 25,463
Professional 3,589
American Indian 1,897
Asian 4,033
Black 9,060
Hispanic 3,497
White 261,147
Foreign 5,593

Enrollment highlights:
Women 54.2%
Full-time 64.5%
Minority 6.6%
Foreign 2.0%
10-year change in total enrollment ..... Up 13.6%

Proportion of enrollment made up of minority students:
At public 4-year institutions ... 5.4%
At public 2-year institutions ... 7.7%
At private 4-year institutions .. 8.2%
At private 2-year institutions . 18.6%

Degrees awarded:
Associate 8,658
Bachelor's 25,604
Master's 5,398
Doctorate 771
Professional 1,017

Residence of new students: State residents made up 84% of all freshmen enrolled in Wisconsin; 88% of all Wisconsin residents who were freshmen attended college in their home state.

Test scores: Students averaged 20.1 on the A.C.T., which was taken by 54% of Wisconsin's high-school seniors.

MONEY

Average tuition and fees:
At public 4-year institutions .. $1,861
At public 2-year institutions .. $1,160
At private 4-year institutions . $7,615
At private 2-year institutions . $4,001

Expenditures:
Public institutions ... $1,754,395,000
Private institutions $373,533,000

State funds for higher-education operating expenses: $843,543,000
Two-year change: Up 14%

State spending on student aid:
Need-based: $42,102,000; 52,280 awards
Non–need-based: $700,000; 620 awards
Other: $1,955,000

Salary of chief executive of largest public 4-year campus:
Donna E. Shalala, University of Wisconsin at Madison: $112,630 (1990-91)

Total spending on research and development by doctorate-granting universities: $336,815,000
Sources:
Federal government 58.7%
State and local governments .. 16.4%
Industry 4.8%
The institution itself 12.9%
Other 7.1%

Federal spending on education and student aid (selected programs):
Vocational and adult education $25,229,000
GI Bill $6,923,000
Pell Grants $81,790,000

Total federal spending on college- and university-based research and development: $162,145,000
Selected programs:
Department of Health and Human Services . $93,376,000
National Science Foundation $21,417,000
Department of Defense .. $9,333,000
Department of Agriculture $8,062,000
Department of Energy .. $14,919,000

Largest endowment:
University of Wisconsin Foundation $127,271,000

Top fund raisers:
University of Wisconsin at Madison $124,400,000
Marquette University ... $17,363,000
Beloit College $7,346,000

MISCELLANY

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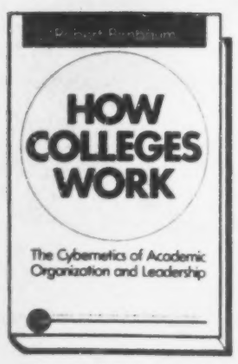

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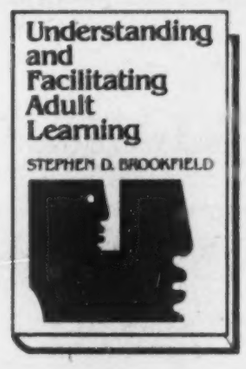

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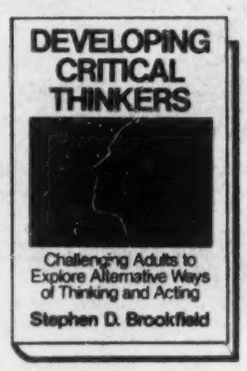
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state—play host to the summer camps of teams in the National Football League. The four are Saint Norbert College and the Universities of Wisconsin at La Crosse, Platteville, and River Falls.

★ The University of Wisconsin at Stevens Point rents dormitory rooms to commuter students to give them a place to relax and study on the campus. Up to four commuter students may share a room and split the $200 bill each semester.

★ The oldest institution of higher education in Wisconsin is Nashotah House, an Episcopal seminary founded in 1842.

Wyoming

AS ONE WOULD EXPECT from Wyoming's frontier tradition, "big government" is an unpopular notion in the state. As a result, the state's institutions of higher education are often called upon to fill an array of needs beyond traditional college education—be it providing family health care in small towns like Casper or assisting the town of Rock Springs to shore up the coal-mine shafts beneath it.

Such activities have helped to produce a wealth of political and financial support for the University of Wyoming and the state's seven community colleges. With the energy-based economy once again on the upswing, that support has been notably evident in recent years.

In 1990 the Legislature gave the University of Wyoming greater authority in spending its state appropriation. In the 1991 session, lawmakers established the Wyoming Educational Trust Fund and put the first $10-million into its endowment, which they hope will eventually be worth $50-million.

Income from the fund will go for innovative programs at the university, community colleges, and public schools. The Legislature also has given community colleges the go-ahead to formulate proposals for a new tax system to finance the two-year colleges. The proposals will be considered in 1992.

Community-college officials say Gov. Michael Sullivan, a Democrat, has strongly supported their efforts to raise faculty salaries.

The University of Wyoming—which was established in 1886 and predates statehood—also did not escape notice in 1991. Lawmakers approved a bill that ends an open-admissions policy that had been in effect since 1905. University officials say they did not seek the legislation, but favor it because it will force students to come to college better prepared.

Finally, the past year also saw the creation of a new board to plan and coordinate higher education. The Wyoming Postsecondary Planning and Coordinating Council includes the Governor, legislators, university and community-college leaders, and other top education officials.

Some of the criticism of the university is coming from within. Last year it began requiring the Family Practice Centers in Casper and Cheyenne to cover at least some of their costs through patient fees, prompting some clinic officials to accuse university leaders of starving the clinics to death. But university officials say the state should reconsider whether the clinics belong under the auspices of the university or another state agency. The clinics were originally designed to train doctors in family medicine and encourage them to remain in Wyoming, but have evolved into health-care centers for the poor.

DEMOGRAPHICS

Population: 453,588 (Rank: 51)

Age distribution:

Up to 17	29.9%
18 to 24	9.1%
25 to 44	32.7%
45 and older	28.3%

Racial and ethnic distribution:

American Indian	2.1%
Asian	0.6%
Black	0.8%
White	94.2%
Other and unknown	2.3%
Hispanic (may be any race)	5.7%

Educational attainment of adults:

At least 4 years of high school	77.9%
At least 1 to 3 years of college	37.9%
At least 4 years of college	17.2%

Per-capita personal income: $16,398

New high-school graduates in:

1991-92 (estimate)	5,783
2001-02 (estimate)	5,382

New GED diploma recipients: 1,137

High-school dropout rate: 11.7%

POLITICAL LEADERSHIP

Governor: Michael Sullivan (D), term ends 1995

Governor's higher-education adviser: Scott Farris, Governor's Office, State Capitol, Cheyenne 82002; (307) 777-7434

U.S. Senators: Alan K. Simpson (R), term ends 1997; Malcolm Wallop (R), term ends 1995

U.S. Representative: 1 Republican
Craig Thomas (R)

Legislature: Senate, 10 Democrats, 20 Republicans; House, 22 Democrats, 42 Republicans

COLLEGES AND UNIVERSITIES

Higher education:

Public 4-year institutions	1
Public 2-year institutions	7
Private 4-year institutions	0
Private 2-year institutions	1
Total	9

Vocational institutions: 14

Statewide coordinating board:
Wyoming Postsecondary Planning and Coordinating Council
State Capitol
Cheyenne 82002
(307) 777-7434
Gov. Michael Sullivan, chairman

Private-college association:
None

Institutions censured by the AAUP:
None

Institutions under NCAA sanctions:
None

FACULTY MEMBERS

Full-time faculty members by rank:

Professor	244
Associate professor	158
Assistant professor	177
Instructor	50
Lecturer	45
No rank	316
Total	990

Average pay of full-time professors:

At public 4-year institutions	$39,468
At public 2-year institutions	$28,961
At private 4-year institutions	n/a
At private 2-year institutions	n/a
At all institutions	$34,438
Men (all institutions)	$36,985
Women (all institutions)	$28,495

STUDENTS

Enrollment:

Total	29,159
At public 4-year institutions	12,335
At public 2-year institutions	16,218
At private 4-year institutions	0
At private 2-year institutions	606
Undergraduate	26,148
First-time freshmen	5,890
Graduate	2,807
Professional	204
American Indian	376
Asian	82
Black	267
Hispanic	646
White	24,668
Foreign	501

Enrollment highlights:

Women	55.4%
Full-time	56.4%
Minority	5.3%
Foreign	1.9%
10-year change in total enrollment	Up 49.6%

Proportion of enrollment made up of minority students:

At public 4-year institutions	4.8%
At public 2-year institutions	5.5%
At private 4-year institutions	n/a
At private 2-year institutions	6.8%

Degrees awarded:

Associate	1,507
Bachelor's	1,647
Master's	335
Doctorate	73
Professional	57

Residence of new students: State residents made up 77% of all freshmen enrolled in Wyoming; 81% of all Wyoming residents who were freshmen attended college in their home state.

Test scores: Students averaged 19.4 on the A.C.T., which was taken by 60% of Wyoming's high-school seniors.

MONEY

Average tuition and fees:

At public 4-year institutions	$1,003
At public 2-year institutions	$613
At private 4-year institutions	n/a
At private 2-year institutions	$6,900

Expenditures:

Public institutions	$203,307,000
Private institutions	n/a

State funds for higher-education operating expenses: $120,719,000
Two-year change: Up 4%

State spending on student aid:
Need-based: $241,000; 531 awards
Non–need-based: None
Other: None

Salary of chief executive of largest public 4-year campus:
Terry P. Roark, University of Wyoming: $119,940 (1991-92)

Total spending on research and development by doctorate-granting universities: $23,310,000

Sources:

Federal government	59.2%
State and local governments	6.6%
Industry	6.6%
The institution itself	26.7%
Other	0.9%

Federal spending on education and student aid (selected programs):

Vocational and adult education	$6,141,000
GI Bill	$859,000
Pell Grants	$10,567,000

Total federal spending on college- and university-based research and development: $9,076,000

Selected programs:

Department of Health and Human Services	$824,000
National Science Foundation	$3,340,000
Department of Defense	$1,237,000
Department of Agriculture	$1,752,000
Department of Energy	$841,000

Largest endowment:
University of Wyoming . $44,312,000

Top fund raiser:
University of Wyoming .. $3,751,000

MISCELLANY

★ The Education Commission of the States has picked Wyoming as the first of six states to test a comprehensive program for the simultaneous restructuring of teacher education and the public schools. The University of Wyoming, the Wyoming School-University Partnership, and the state department of education received a $25,000 grant from the commission to get the reform program started.

★ The Rocky Mountain Conference on UFO Investigation takes place each year on the campus of the University of Wyoming. The conference includes discussion of UFO's, reincarnation, the effects of UFO experiences on individuals and their families, and the use of hypnosis in UFO investigations.

★ The oldest institution of higher education in the state is the University of Wyoming, founded in 1886.

The Chronicle of Higher Education

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SOURCES & NOTES

The statistics in this Almanac are meant to provide a broad view of higher education in the 50 states and the District of Columbia.

The figures are comparable from state to state, and, in all cases, they were the latest available at press time.

The time covered by the statistics varies from item to item. For example, the racial and ethnic distribution of the adult population of the states was gathered from the decennial census in 1990. However, the government has not yet tabulated the 1990 census figures on educational attainment by state, so the most recent figures available at press time were from 1980.

The U.S. Department of Education typically releases statistics from its surveys of colleges and universities one to three years after collecting the data. As a consequence, the latest figures on academic degrees awarded, for example, are from 1988-89.

Many statistics that would be useful to educators and policy makers are not available for every state.

For example, the Education Department does not collect information to show, on a comparable basis across the states, the proportion of high-school students who go on to college, or the proportion of college students who complete their degrees. Some states do collect such information, but those figures are not included in this Almanac because they would not always be comparable.

Because of rounding, figures may not add to 100 per cent. The designation "n/a" indicates that data are not available or not applicable. In some instances, U.S. totals may include data on service schools and outlying areas that are not shown separately.

DEMOGRAPHICS

Population:
SOURCE: Census Bureau
DATE: 1990

Age distribution:
SOURCE: Census Bureau
DATE: 1990

Racial and ethnic distribution:
SOURCE: Census Bureau
DATE: 1990

Educational attainment of adults:
SOURCE: Census Bureau
DATE: 1980
NOTE: Figures cover persons 25 years and older.

Per-capita personal income:
SOURCE: U.S. Department of Commerce
DATE: 1990 (preliminary)

New high-school graduates:
SOURCE: Western Interstate Commission for Higher Education
NOTE: Projections of the number of graduates in 1991-92 and 2001-02 were made in May 1988.

New GED diploma recipients:
SOURCE: American Council on Education
DATE: 1990
NOTE: General Education Development diplomas are high-school equivalency certificates awarded to high-school dropouts who pass the GED test.

High-school dropout rate:
SOURCE: U.S. Department of Education
DATE: 1988
NOTE: The figures cover public schools only, and are calculated by dividing the number of high-school graduates by the ninth-grade enrollment four years earlier. They are adjusted for interstate migration.

POLITICAL LEADERSHIP

Governor:
SOURCE: National Governors' Association

Governor's higher-education adviser:
SOURCES: Education Commission of the States; National Governors' Association; *Chronicle of Higher Education* reporting

U.S. Senators:
SOURCE: Secretary of the Senate

U.S. Representatives:
SOURCE: Clerk of the House of Representatives

Legislature:
SOURCE: National Conference of State Legislatures
NOTE: Figures represent the strength of state legislatures as of March 1991.

COLLEGES AND UNIVERSITIES

Higher education:
SOURCE: U.S. Department of Education
DATE: 1989-90

Vocational institutions:
SOURCE: U.S. Department of Education
DATE: 1989-90
NOTE: Figure includes public, private non-profit, and private for-profit non-collegiate institutions that offer post-secondary education.

Statewide coordinating board:
SOURCES: State Higher Education Executive Officers; *Chronicle of Higher Education* reporting
NOTE: These organizations are responsible for planning for public colleges and universities. Some boards also have governing authority. Those that do are indicated in the state narratives.

Private-college association:
SOURCES: National Association of Independent Colleges and Universities; *Chronicle of Higher Education* reporting

Institutions censured by the AAUP:
SOURCE: American Association of University Professors
DATE: Action as of June 1991
NOTE: The AAUP censures institutions when it finds that they have violated its standards of academic freedom and tenure. The standards seek to protect the rights of faculty members to free speech without fear of penalty, and to due process in appointment, promotion, and tenure decisions. The standards are included in the 1940 Statement of Principles of Academic Freedom and Tenure, which was developed by the AAUP and the Association of American Colleges and endorsed by more than 100 other academic organizations. Censure was imposed on administrative officers at all institutions listed except at those noted.

Institutions under NCAA sanctions:
SOURCE: National Collegiate Athletic Association
DATE: Action as of August 1991

FACULTY MEMBERS

Full-time faculty members by rank:
SOURCE: U.S. Department of Education
DATE: 1989-90
NOTE: Figures cover full-time members of the instructional staff on 9- and 10-month contracts only.

Average pay of full-time professors:
SOURCE: U.S. Department of Education
DATE: 1989-90
NOTE: Figures cover full-time members of the instructional staff on 9- and 10-month contracts only.

STUDENTS

Enrollment:
SOURCE: U.S. Department of Education
NOTE: The figures for total enrollment, enrollment by type and control of institution, and enrollment by level are from Fall 1989. Undergraduate enrollment includes first-time freshman enrollment, which is also shown separately. The figures for enrollment by racial and ethnic group, which are compiled every two years, are from Fall 1988. The full definitions of the racial and ethnic categories are as follows: American Indian and Alaskan native; Asian and Pacific Islander; black, non-Hispanic; Hispanic; and white, non-Hispanic. Foreign students are non-resident aliens studying in the United States on a temporary basis.

Enrollment highlights:
SOURCE: U.S. Department of Education
NOTE: The change in enrollment is from Fall 1979 to Fall 1989. The figures on minority students and foreign students are from Fall 1988. Statistics on full-time students and female students are from Fall 1989. All proportions are based on total enrollment with one exception: The proportion of students who are minority-group members covers only U.S. citizens.

Proportion of enrollment made up of minority students:
SOURCE: U.S. Department of Education
DATE: Fall 1988

Degrees awarded:
SOURCE: U.S. Department of Education
DATE: 1988-89

Residence of new students:
SOURCE: U.S. Department of Education
DATE: Fall 1988
NOTE: The figures cover freshmen only.

Test scores:
SOURCES: U.S. Department of Education; College Board
DATES: 1989 for A.C.T.; 1991 for S.A.T.
NOTE: The A.C.T. (American College Testing Program's A.C.T. Assessment) is scored on a scale from 1 to 36. The S.A.T.—the College Board's Scholastic Aptitude Test—is scored on a scale from 400 to 1,600. For each state, one score is given, depending on which test was taken by the larger number of students.

MONEY

Average tuition and fees:
SOURCE: U.S. Department of Education
DATE: 1989-90
NOTE: Figures cover undergraduate charges and are weighted by Fall 1988 full-time-equivalent undergraduate enrollment. The figures for public institutions represent charges to state residents.

Expenditures:
SOURCE: U.S. Department of Education
DATE: 1985-86

State funds for higher-education operating expenses:
SOURCE: Edward R. Hines, Illinois State University
DATE: 1990-91
NOTE: Figures include state tax funds appropriated for colleges and universities, for student aid, and for governing and coordinating boards. They do not include funds for capital outlays and money from sources other than state taxes, such as student fees or appropriations from local governments.

State spending on student aid:
SOURCE: National Association of State Scholarship and Grant Programs
DATE: 1990-91
NOTE: "Need-based" aid covers scholarships awarded on the basis of a student's financial situation. "Non-need-based" aid includes scholarships given to reward meritorious students, to encourage students to major in particular disciplines, and to reduce the difference in tuition costs between public and private institutions. The category of "other" aid includes spending for work-study, loan-forgiveness, and loan programs. The statistics cover aid to both undergraduate and graduate students. The figures include most of the money that states spend on student financial aid. However, some states may spend more on programs that are not specifically identified as student-aid programs.

Salary of chief executive of largest public 4-year campus:
SOURCE: *Chronicle of Higher Education* reporting
DATE: 1990-91 or 1991-92, as indicated
NOTE: Institutions were selected on the basis of Fall 1989 enrollment as reported by the U.S. Department of Education.

Total spending on research and development by doctorate-granting universities:
SOURCE: National Science Foundation
DATE: Fiscal year 1989
NOTE: Figures cover spending in science and engineering, and exclude spending in such disciplines as the arts, education, and the humanities.

Federal spending on education and student aid (selected programs):
SOURCE: Census Bureau
DATE: Fiscal year 1990

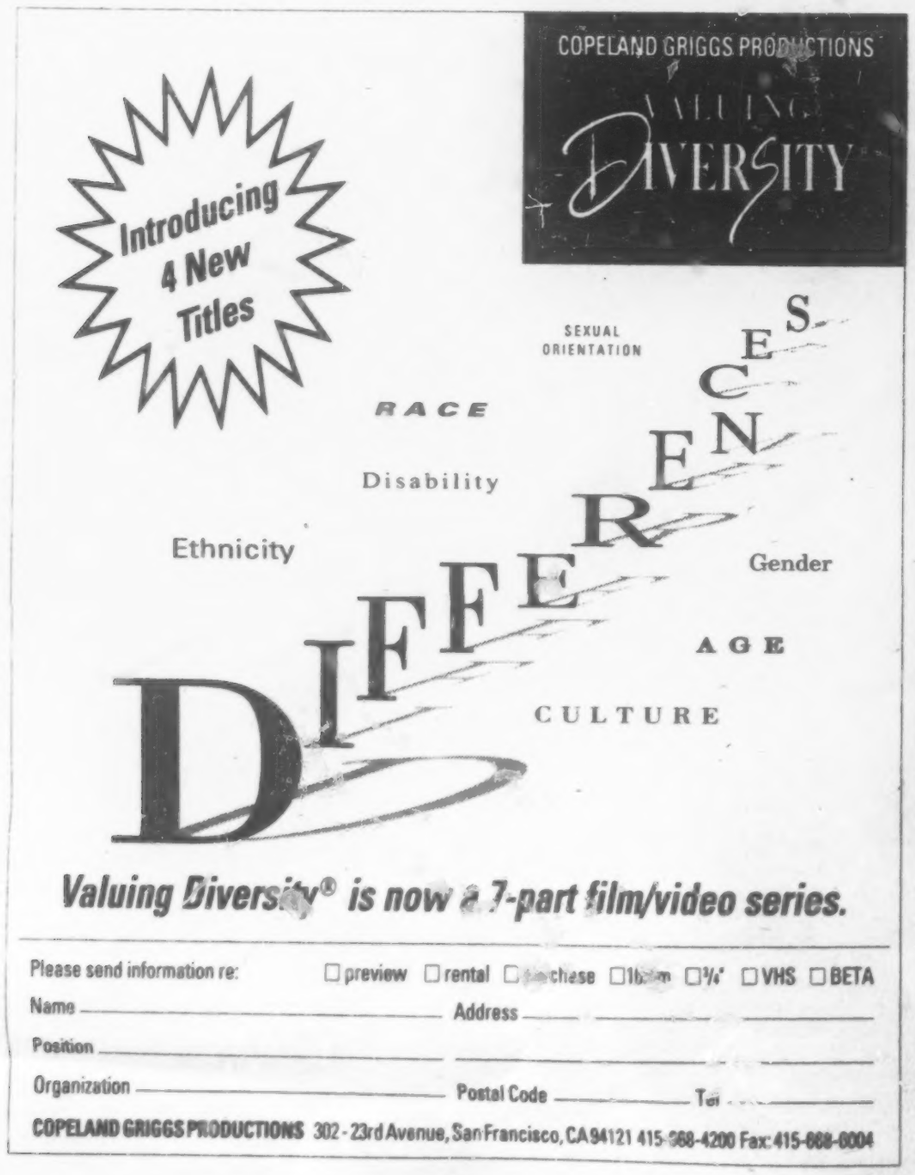
Total federal spending on college- and university-based research and development:
SOURCE: National Science Foundation
DATE: Fiscal year 1988
NOTE: Figures cover federal obligations, which are funds set aside for payments. Institutions do not always receive them in the year in which they were obligated. Figures include only spending for science and engineering projects, and exclude spending in such disciplines as the arts, education, and the humanities.

Largest endowment:
SOURCES: National Association of College and University Business Officers; *Chronicle of Higher Education* reporting
DATE: As of June 30, 1990

Top fund raisers:
SOURCE: Council for Aid to Education
DATE: 1989-90
NOTE: Figures are based on a survey of 1,056 institutions, which together received about 85 per cent of all private contributions to colleges and universities. Rankings of institutions may be heavily influenced by the timing of fund drives, unusually large gifts, and other factors.

MISCELLANY

SOURCE: *Chronicle of Higher Education* reporting



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THE CHRONICLE
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Quote, Unquote

News Summary: Page A3

"The notion that all professors are cut from the same substantive and ideological cloth would be a bad joke if it weren't so widely believed."

A government professor at Colby College: B2

"White women were acting like white men."

Founder of group for minority women, on why she quit National Women's Studies Association: A19

"Everyone in education isn't doing a good job. And the public is tired of it. The failure to understand that is going to cost us immeasurably."

City College of San Francisco chancellor: A35

"Even our best students generally don't know enough and can't do enough to assure success in tomorrow's world."

U.S. Secretary of Education: A45

"Our government has been trying to figure out what 'the pursuit of happiness' means for 200 years, and frankly, I don't see much resolution. And now they are trying to legislate it for non-humans."

A professor of laboratory animal medicine at U. of Michigan: A39

"This is about the proper balance of athletics and academics, and getting athletics expenditures more in line."

Head of Arkansas's Department of Higher Education, on an auditing requirement for college sports: A53

"Much of Sovietology today is largely journalism."

A professor at MIT: A72

"The right to free expression and, indeed, to academic freedom is not and cannot be absolute. With freedom must come accountability."

President of City College of CUNY: A22

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AGENCE FRANCE-PRESSE

Tens of thousands of Russians gather in Red Square to celebrate the victory against the coup d'état.

AFTER THE UPHEAVAL

How events in the Soviet Union are affecting Russia, the Baltics, exchange programs, and collaborative research

THE UPHEAVALS in the Soviet Union are expected to produce massive changes in education and intellectual life there. Developments in Moscow and in the republics are calling into question the nature and shape of Soviet scholarly agreements with academics in the United States and other countries.

Academic observers speculating about the future of education in the Soviet Union agreed on one point: It will be very different from the past.

A top Soviet education official said the coup's failure would accelerate the pace of reform in education. "I expect a major democratization of our society, which is a powerful stimulus for reforms," he said.

Scholarly activity in the Soviet Union has been based on a centralized and highly regimented system. Now, said S. Frederick Starr, president of Oberlin College and a specialist in Soviet affairs, "everywhere in the Soviet Union this system will be replaced by its opposite."

Among other changes, a private sector in Soviet higher education was expected to emerge from the confusion, and flourish.

STUDENTS were conspicuously absent from the barricades thrown up last month to protect the Russian Parliament building during the hard-liners' coup.

To some their absence confirmed the view of Soviet youth as politically passive. To others it suggested only that the students were late, as usual. But if they were missing in Moscow on the first day or two that shook the world, young people in Leningrad, Kiev, and other cities and republics of the Soviet Union took to the streets quickly and loudly.

In the Baltic states, students and university leaders swiftly moved to support opposition to the coup that ousted President Mikhail S. Gorbachev. No other region in the vast nation had more to fear from a successful coup than the Baltics. Over the past two years the republics—and their universities—had achieved almost complete autonomy.

Student exchanges between universities in the United States and the Soviet Union, thrown into chaos by the coup, were proceeding as planned. Leaders of such exchanges were not looking too far into the future of their programs—they were too busy scrambling to get students to their destinations.

Many American scholars expressed concern about the future of scientific collaborations and exchanges between the United States and the Soviet Union. No one could say with confidence what shape such relationships might take if the Soviet Union ended up comprising far fewer than the 15 republics that it has heretofore commanded.

"There is uncertainty, turmoil, and concern about the future," said Frank Press, president of the National Academy of Sciences, of conversations he had been having with leaders of the Soviet academy. Mr. Press said his academy had had a 25-year relationship with Soviet scientists and did not want "to let it go."

The Soviet economy does not appear poised to support any expansion in scientific research programs. Some U.S. scientists involved in collaborations with Soviets are worried that their counterparts will not be able to obtain adequate support to continue their research. Many said a large-scale exodus of top scientific talent from the Soviet Union would not be a surprise.

DESPITE ASSURANCES to the contrary from some Soviet officials, many observers said they expected research and education there to be forced to get by with less for some time to come.

As one observer put it, universities in the Soviet Union "will be involved in the transition to a more exciting future. But it's going to be a very difficult transition."

See stories on Pages A54-57.

'Advanced Electronic Classroom' Developed at Vanderbilt U.

A Vanderbilt classroom designed to use cutting-edge electronic equipment is described in *The Chronicle*'s new Information Technology section.

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This Week in The Chronicle

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'BETTER TO KEEP YOUR MOUTH SHUT'
Mark Twain may not have said all those funny things that have been attributed to him, scholars say: A8

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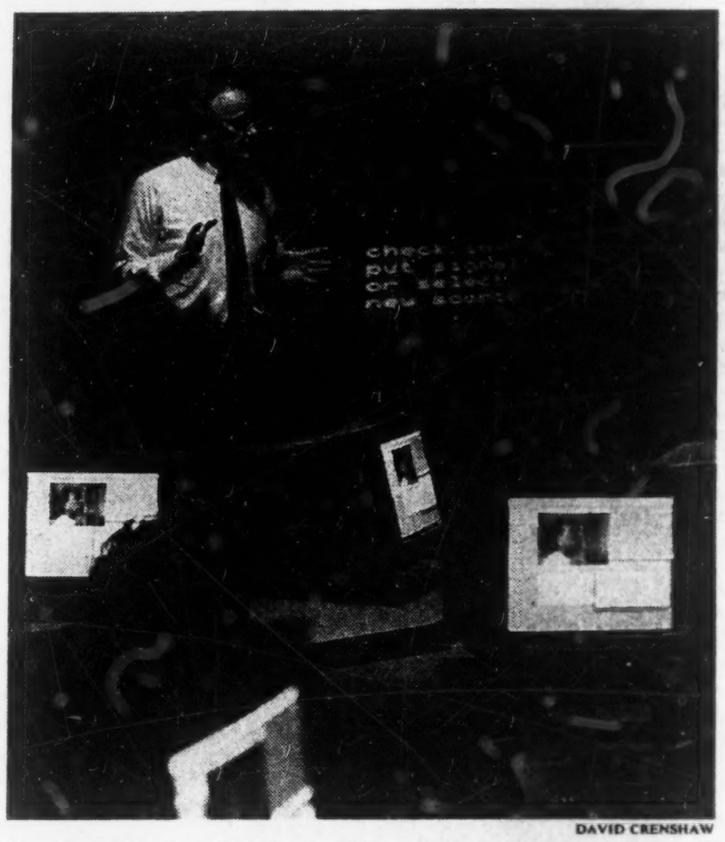

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HARD WORK AND A GOOD WARDROBE
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Abortion controversies flare on 2 campuses: A5
Aid to students up 4 per cent in academic 1990-91: A45
Two seized fraternity houses returned to owners: A45
U. of Conn. drops weight limit for cheerleaders: A45
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Tenn. Technological U. gets a plea for help, by fax: A54
Satellite links offered a window on the Soviet Union: A54

Gazette: A58

MARGINALIA

News item in *The Des Moines Register:*

"Student leaders from all three state universities emerged from a two-day meeting in Marshalltown Sunday, vowing to have a say in how budget cuts would affect the schools.

" 'There are some really major changes that are starting to take place and we're determined to have a voice,' said R. Ben Stone, executive director of United Students of Iowa.

. . .

" 'The student leaders are all in agreement that we are opposed to restricting student choice by eliminating departments or programs based on duplicity.' "

You can fool some of the people some of the time . . .

■

From the column to our right, in our last issue:

"Three universities are trying to track down nearly 900 people who may have been exposed to the AIDS virus while they were under the care of medical students. . . .

"Officials at all three institutions said the chance of the virus's having been transmitted were remote."

It were, were it?

■

Helpful explanation in *The New York Times:*

"Universities grant the job security of tenure to college teachers after they have satisfactorily worked through a probationary period, usually 70 to 10 years."

It's a long haul, but it's worth it.

■

Headline in the University of North Dakota's *University Letter:*

FACULTY, STAFF ENCOURAGED
TO SERVE NEW STUDENTS
AT ORIENTATION BARBECUE

"We'll do it with relish!" a reader tells us.

■

An organization chart for the 11th edition of Prentice Hall's *Handbook for Writers* indicates that parts 1 through 5 are devoted to "Basic Grammer."

■

The following notice appeared in the faculty-staff bulletin at Goshen College:

"WANTED—Affordable, two-bedroom apartment, for two single Christian girls with good jobs and personal references striking out on their own."

■

Picture caption in the Omaha *Sunday World-Herald:*

"Memorial Stadium in Lincoln. Seating could be determined by the size of the ticketholders' "

Down in front!

—C.G.

In Brief

JOHN W. CORBETT

Salve Regina U. hit hard by hurricane

NEWPORT, R.I.—Salve Regina University suffered more than $200,000 damage as Hurricane Bob swept up the eastern seaboard last month. The university was among the hardest hit by the storm. Winds of more than 105 miles an hour uprooted trees (*above*), tore roof tiles from buildings, broke windows, and caused flooding across the campus. Classes scheduled to begin this week have been postponed until next week.

Other colleges near Long Island, N.Y.; Providence, R.I.; Boston; and Portland, Me., described their storm damage as minimal. ■

U. of Idaho cleans contaminated water

MOSCOW, IDAHO — Bacteria flourishing in aging water pipes and in a water tank at the University of Idaho (*right*) prompted officials to issue a warning advising people on the campus to boil water before drinking it.

A pregnant woman who said she was unaware of the warning claimed she had become ill from drinking the water.

It was the fourth such warning the university has had to issue in the past year as a result of the bacteria, which feed on iron deposits. The warning lasted for a week and was lifted after tests showed the water was no longer contaminated.

The university has received state funds to clean the tank and upgrade the water system. ■

UNIVERSITY OF IDAHO

UCLA professor indicted for financial impropriety

LOS ANGELES—A federal grand jury has indicted a professor at the University of California at Los Angeles, charging that he swindled the government and the university out of $1-million by faking research purchases and putting family members on the payroll.

The faculty member, Cavour W. Yeh, a tenured professor of electrical engineering, has been on leave without pay from the university since last year. The indictment charges him with 23 counts of conspiracy to commit mail fraud, making false statements to government agencies, and theft of government property. He faces a maximum of 115 years in prison and $5.75-million in fines. The professor was not available to comment.

Four members of the professor's family were indicted on lesser charges. A trial is expected in March. ■

AIDS conference moved overseas

BOSTON—Harvard University has decided to move the international AIDS conference that was to be held here next May to a site outside the United States.

Officials at the Harvard AIDS Institute said they had made the change because of uncertainty about whether federal immigration restrictions on people infected with the AIDS virus would be eased. Immigration authorities can now bar foreigners infected with the virus.

The International AIDS Society, an organization of AIDS researchers that designated Harvard as the host of the 1992 conference, has said it did not want the conference to be held in the United States if the immigration restrictions remained in place.

Congress passed an immigration-reform bill last year that gave the Department of Health and Human Services the option of removing AIDS from a list of diseases for which immigration restrictions can be imposed. The Secretary of Health and Human Services, Louis W. Sullivan, sought to remove AIDS from that list, but his effort was reportedly blocked by others in the Bush Administration.

Max Essex, chairman of the Harvard AIDS Institute, said organizers could not "credibly assure that all necessary participants could or would attend a 1992 conference in Boston." ■

Threats directed against female administrator

DULUTH, MINN.—Threatening letters sent to a female administrator at the University of Minnesota campus here reflect a "weird backlash against affirmative action," said Lawrence A. Ianni, the university's chancellor. He has condemned the threats of violence against Sandra Featherman, the new vice-chancellor for academic administration. An earlier appointment of a female dean was also met with threats. Federal officials are investigating. ■

Mourners gather at wall to remember victims of Florida killings

JOHN MORAN, THE GAINESVILLE SUN

GAINESVILLE, FLA.—A year after the slayings of five college students near the University of Florida campus, mourners gathered last week and placed a wreath at a wall on which the names of the victims had been painted. On the campus, white ribbons were tied to five trees planted for the victims. ■

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Abortion controversies flare on 2 campuses

NEW YORK—A student art exhibit that uses rosary beads and pictures of naked women to promote abortion rights has caused controversy at LaGuardia Community College.

A professor covered the exhibit (*below*) with black paper after he said he felt pressured by administrators to take it down. The exhibit, called "Beatitude," was assembled by two photography students, Lillian Pons (*left*) and Susan Bastian.

Administrators later decided that the paper should be taken down and the exhibit left up.

At Wichita State University, abortion-rights groups complained when the university allowed its football stadium to be used for a large anti-abortion protest. University officials defended their decision, saying that they allow facilities to be used by any group that is not engaged in fund raising, pays for expenses in advance, and allows students to attend. ■

JACK MANNING/NEW YORK TIMES

Campuses reach pact with Baptists

GREENVILLE, S.C.—Officials at Furman University have reached an agreement with the South Carolina Baptist Convention that would allow them to share responsibility for selecting university trustees.

The pact came nine months after Furman trustees voted to take control of the trustee-selection process from the convention. Before then, the convention had sole responsibility for selecting the trustees.

University officials have said that control by conservative Baptists poses threats to academic freedom. Under the agreement, Furman would submit 10 names to the convention for the five new trustee positions that open annually. The convention would fill the five slots with those recommended by Furman. The agreement must be approved by the South Carolina Baptist Convention.

Regents at Baylor University also reached an informal agreement with Baptist leaders that could heal a year-long rift over university governance. The agreement calls for Baylor to elect 75 per cent of the university's regents and the convention to elect 25 per cent. It stipulates that university and convention leaders should communicate openly about the selection process.

The final agreement must be approved by the Baptist General Convention of Texas. ■

Corrections

■ A story and table about the academic 1990-91 pay and benefits of college presidents (*The Chronicle*, July 3) contained some incorrect figures. One quarter of the presidents received supplemental income from their own institutions in addition to their regular salaries: 3.9 per cent received a bonus, 6.1 per cent received a salary supplement, and 14.6 per cent received other institutional income. The proportions of presidents receiving income from sources other than their institutions are as follows: paid corporate directorships, 11 per cent; honoraria or lecture fees, 6.6 per cent; consulting, 2.3 per cent; and other sources, 2.3 per cent.

■ An article about the ethnicity of nominees to the Alabama State University board incorrectly described the race of State Sen. Crum Foshee, chairman of the Senate Confirmations Committee (*The Chronicle*, July 31). Mr. Foshee is white.

■ A listing of sports champions in academic 1990-91 (*The Chronicle*, July 21) incorrectly identified the National Association of Intercollegiate Athletics' men's golf champion. It is the University of North Florida.

■ An article about the Education Department's research programs (*The Chronicle*, August 7) incorrectly stated that Columbia University's National Center for Restructuring Education, Schools, and Teaching receives financial support from the Education Department. ■

PORTRAIT

School of Mines Applies Expertise to the Environment

By GOLDIE BLUMENSTYK

GOLDEN, COLO.

Not far from where 19th-century prospectors first realized the need for a mining college, faculty members from the Colorado School of Mines are testing an artificial wetland that removes lead, cadmium, copper, and other metals from water that has passed through hundreds of abandoned mines.

The wetland experiment is hardly the kind of mineral-extraction work on which the School of Mines' reputation was made. But the project aptly illustrates the institution's new interest in applying its expertise in the science and technology of earth resources to environmental concerns.

The School of Mines can no longer be accurately characterized as "the earth utilizer," says Ronald R. H. Cohen, associate professor of environmental sciences and engineering and one of the developers of the artificial wetland.

As recently as 14 years ago, the Colorado School of Mines did not have a single course in environmental studies, much less a department, a graduate program, or a reputation for ground-breaking research in the field.

Now, its environmental-science professors are evaluating hazards of plutonium leaks from nuclear power plants, its geophysicists are developing a computer data base to map potential paths of underground toxic seepage, and its chemists are studying alternate fuels for cars and trucks in an attempt to eliminate the "brown cloud" of pollution over nearby Denver.

The decision to expand the institution's focus beyond its historic strengths in mining and oil exploration was designed to make the School of Mines less dependent on the volatile fortunes of resource-based industries, on which it had long depended for financial support and as employers of its graduates.

While the new direction has created some uneasiness in departments that have traditionally dominated the institution, like mining engineering and petroleum engineering, other faculty members and supporters of the school say the interest comes none too soon.

Before the School of Mines adopted this new direction, says Sally V. Allen, a trustee, "there were fears that the school could become obsolete."

Principles of conservation and environmental studies had not been ignored in the school's traditional disciplines over the past few decades, faculty members say. What is new is the pronounced effort to establish the school as a leader in basic and applied environmental sciences.

'Responsible Stewards'

"We now talk about ourselves as responsible stewards of the environment," says George S. Ansell, the institution's president since 1984.

Founded by gold and silver prospectors, the School of Mines survived for five years as a private institution until 1874, when the Colorado Territorial Legislature, seeing the need for a publicly sponsored school to develop better mining and exploration techniques, assumed control.

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Environmental-science professor Ronald R. H. Cohen: The Colorado School of Mines is no longer simply "the earth utilizer."

Evolving with the mining industry itself, the school later added disciplines in geophysics, engineering, and metallurgy. Today it boasts 200 faculty members and enrolls nearly 2,400 people—about a third of whom are graduate students.

Under Mr. Ansell the institution is aggressively pursuing government and private contracts in environmental research. Many mining and oil companies that have historically supported the school's research have been generous sponsors of the new environmental projects.

Antique drills, carts, and other pieces of obsolete mining equipment adorn the lawns and pathways of the campus like outdoor sculptures.

The school's department of environmental sciences and engineering ecology was established in 1981 and began awarding master's degrees in 1984. The department has grown from 2 full-time faculty members to 10, and more faculty members will be added in the next few years when a doctoral program gets under way.

Faculty members say Mr. Ansell's push to diversify the school into environmental studies—and related efforts to strengthen computing and physics—has kept the school on stable financial footing and allowed it to thrive. The Colorado School of Mines is the largest of the four remaining free-standing mining schools in the country. Others, including those in Utah and Missouri, have become schools or departments of larger universities.

Mr. Ansell says the development of new programs has also allowed the school to be "much less a captive" of the up-and-down business cycles in the resource industries. The school learned a bitter lesson about that in the early 1980's, when upheavals in oil and mining were reflected in a dramatic drop in undergraduate applications. The number of undergraduates majoring in mineral engineering has fallen to 65 today, from about 330 in the late 1970's.

'Our Heart and Soul'

But Mr. Ansell says the school's success in attracting students and grant sponsors to other fields, like environmental sciences, allows it to continue supporting its specialized programs in mining, petroleum exploration, and geology—fields he calls "our heart and soul."

The mining tradition is still evident on the picturesque campus. Antique drills, carts, and other pieces of obsolete mining equipment adorn the lawns and pathways of the campus like outdoor sculptures. Diplomas for graduate students, and for undergraduates who are willing to pay, are etched on silver and signed by the president with an engraving tool.

Students enrolled in mining engineering even do on-site class work in mine safety, ventilation, and blasting at the school's experimental Edgar Mine about 30 miles from the campus, although the accidental death of the mine supervisor there last October has prompted the institution to reconsider the academic value of its mine practicum.

The expertise that makes the school a leader in locating, extracting, and processing resources fits naturally into the environmental-sciences initiative, Mr. Ansell says. Even if it did not, he adds, the School of Mines would keep the traditional programs. "Without those pieces," he says, "we would not be whole." ■

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"They looked shrill, dishonest, and intellectually intemperate."
Columnist George Will, on opponents of nominee to NEH council: A36

"Like water dripping on sandstone, ubiquitous and incessant negative racial depictions cause a pervasive harm that only the hardiest can resist."
A law professor at U. of Colorado: B2

"Classics and technology are light years apart. Some classicists still view the electric typewriter as an instrument of the devil."
Director of an electronic data bank of ancient Greek literature: A24

"It certainly is better to merge than to go down the drain."
A former trustee of Tift College (now part of Mercer U.): A39

"Some presidents are ready to say, 'A pox on all your houses. We'll just go with the regional accreditors and let the specialized groups go their own way.' "
President of American Association of State Colleges and Universities: A1

"Recent developments in the humanities are very much open to criticism. But there's a difference between reasoned criticism and a campaign of ill-informed abuse."
A professor at U. of Chicago: A21

"Socrates would have had a tough time teaching in Germany."
A professor of religious studies at U. of South Florida: B3

"Sometimes I was just furious with her. A few times, I found myself breaking down and weeping, her despair and frustration were so credible. I began to feel intimately familiar with her in ways that were unique to any relationship a biographer might have."
Biographer of poet Anne Sexton: A15

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Senate Approves Big Computer Link for Colleges, Labs

Passage of bill breaks logjam on creating national network

By SCOTT JASCHIK

WASHINGTON

The Senate voted last week to create a new national computer network that would link hundreds of universities, laboratories, and libraries and transmit more information at much faster speeds than is possible in current networks.

The vote broke a legislative logjam and was hailed by computer scientists as a major step forward in the effort to create the new system, which will be called the National Research and Education Network, or NREN.

The House of Representatives passed a version of the legislation in July, and Bush Administration officials have endorsed the concept. Although the House and Senate bills differ and the Administration is expected to resist some provisions in both of them, supporters of the network expressed confidence that last week's vote meant an agreement on the legislation was possible.

'We're All Just Delighted'

"We've been hoping to get a piece of legislation out for a few years and we've been frustrated by the delays, so now we're all just delighted," said Fred W. Weingarten, executive director of the Computing Research Association, an organization of computer-science departments and of engineering and industrial laboratories that conduct basic research in the field.

At the same time, however, the bill's supporters warned that the network still had a long way to go. While the legislation authorized the creation of NREN, it did not provide any money to operate it. Most of the money will have to come from financially strapped states and universities, so it may be years before NREN is fully operational.

The Senate bill would authorize federal spending of more than $1-billion over the next five years, while the House would authorize spending of $2.9-billion. Congressional aides have said that regardless

Continued on Page A32

Public High-School Graduates by Race

	1981	1995
American Indian	0.7%	0.8%
Asian	3.1	4.3
Black	13.2	13.4
Hispanic	6.6	9.2
White, non-Hispanic	76.3	72.3

SOURCE: WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

STORY ON PAGE A40

TOO MUCH POWER?

Specialized Accrediting Agencies Challenged by Campus Officials

By COURTNEY LEATHERMAN

Academic administrators who have long felt that campuses were being held hostage to the many specialized groups that accredit everything from acupuncture to architecture are starting to fight back.

Under increasing pressure to control costs and improve general education, some administrators are taking steps to limit the clout of the specialized organizations. Others are considering abandoning the groups altogether.

At issue is whether too many accreditors are wielding too much power at too high a cost to institutions of higher education.

"So many of the standards are so difficult to meet that institutions are becoming a little more quarrelsome."

Unlike the six regional accrediting groups, which evaluate entire institutions, as many as 90 specialized groups accredit particular programs. In some states, programs must earn specialized accreditation before their graduates can take standardized license exams.

"What's happened now is that so many of the standards from the specialized groups are so difficult to meet that the institutions are becoming a little more quarrelsome," says Donald W. Zacharias, president of Mississippi State University, where 36 different groups accredit programs in 57 departments.

Adds James B. Appleberry, president of the American Association of State Colleges and Universities: "Some presidents are ready to say, 'A pox on all your houses. We'll just go with the regional accreditors and let the specialized groups go their own way.' "

These are among the signs that critics are preparing to challenge the specialized groups:

- Officials of the National Association of State Universities and Land-Grant Colleges and the American Association of State Colleges and Universities have proposed tightening the criteria used to recognize new accrediting groups. Their proposal calls for accreditors to demonstrate more convincingly why they are needed—by the educational community and the public—before they are recognized by the Council on Postsecondary Accreditation, an umbrella organization for accrediting groups.
- In an unusual move, members of the state-college association met in June with the head of the National Council for Accreditation of Teacher

Continued on Page A22

More Small Colleges Merge With Larger Ones, but Some Find the Process Can Be Painful

By KAREN GRASSMUCK

For one college it brought an end to 50 years of "running on a shoestring." For another, it meant adding a small downtown campus to its sprawling suburban location and offering for the first time academic programs in art, design, and even funeral management. At a third, it so enraged some alumnae that they waged a bitter two-year legal battle against the board of trustees.

Those wildly varying results have all been achieved through college mergers, a phenomenon that is on the rise. Many colleges, swerving between the Scylla of dwindling enrollments and the Charybdis of rising operating costs, are finding what appears to be safe harbor by merging their operations with larger institutions.

Cutting Administrative Costs

Interest in mergers is especially strong at small, private liberal-arts colleges, particularly those in New England, the Mid-Atlantic states, and parts of the Midwest. Two-year colleges and vocational schools are also part of the trend.

By merging and sharing operations with other institutions, colleges can cut a variety of administrative costs, ranging from maintenance to recruiting. Mergers in the past few years have included Mundelein College and Mallinckrodt College with Loyola University; Mercy College with the University of Detroit; Hartford College for Women with the University of Hartford; and Mannes College of Music into the New School for Social Research.

Vocational institutions, too, have merged in the last few years, including the Cooper Institute into Knoxville Business College and Massasoit Community College and Blue Hills Technical Institute. Last year, the trade-school ranks had dwindled to 7,071, from 8,469 in 1989, according to Department of Education data.

Some observers have sought to draw a parallel between academic mergers in the 1990's and the corporate mergers and take-

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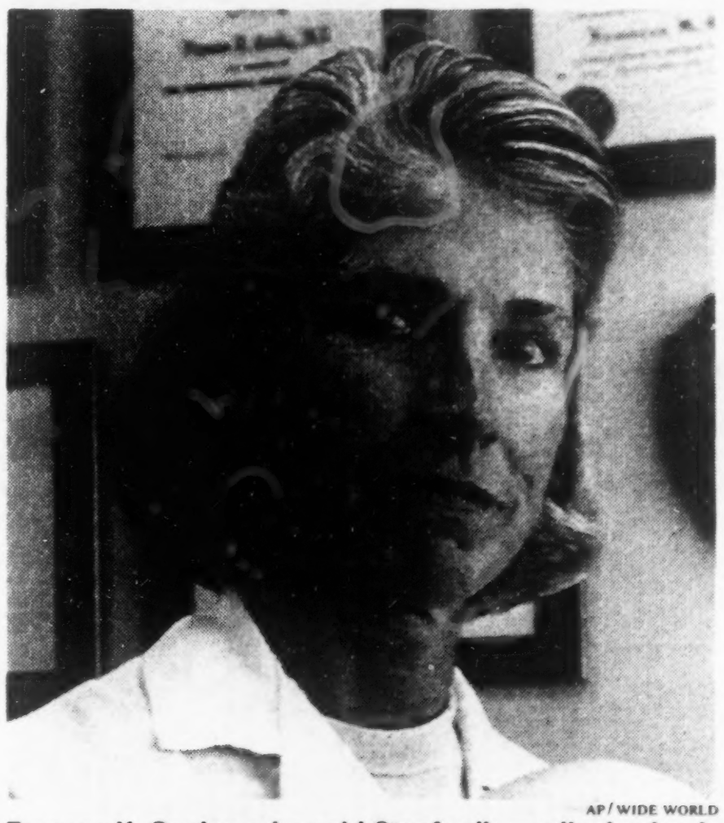

AP/WIDE WORLD

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MARGINALIA

Course listing in the catalogue at Hope College:

"317. New Testament Ethics—A study of the moral teachings of the New Testament and the irrelevance for contemporary Christian ethics."

Should have been "their relevance," a professor in Hope's religion department assures us.

■

From *Mosaic*, a newsletter published by the libraries at the University of Notre Dame:

"Some of the areas in and around the Library have been cleaned due to a gentle reminder from the Staff Committee, for example:

"The windows and the reflection pool. Also the Staff Lounge was exterminated when needed."

■

Note from an insider at the University of Connecticut:

"In a draft of a news release from the University of Connecticut concerning a School of Pharmacy research project that studies how the brain is affected by the chemical THC—the active ingredient in marijuana and hashish—the writer tried to give credit where credit is due with the following statement:

" 'The new photoreactive molecule has been tested in a joint project with the University of Massachusetts and the Saint Louis University Medical Center.'

"The unfortunate word 'joint' was weeded out before the presses rolled."

■

From the University of Nebraska at Kearney *Antelope:*

"Although the official transition from KSC to UNK took place on July 1, another celebration which will involve students, faculty and the community is scheduled for Sept. 13. . . .

"Following the convocation, Dr. Charles Glassic will be presenting a speech. . . . Glassic is involved with the Carnage Foundation."

We'd rather not know *how*.

■

Meanwhile, *The Evergreen* of Washington State University carried an ad telling faculty members:

THE DEAD LINE TO ORDER
CAPS AND GOWNS FOR THE
PRESIDENT'S CONVOCATION
IS SEPTEMBER 6TH AT 4:00 PM

■

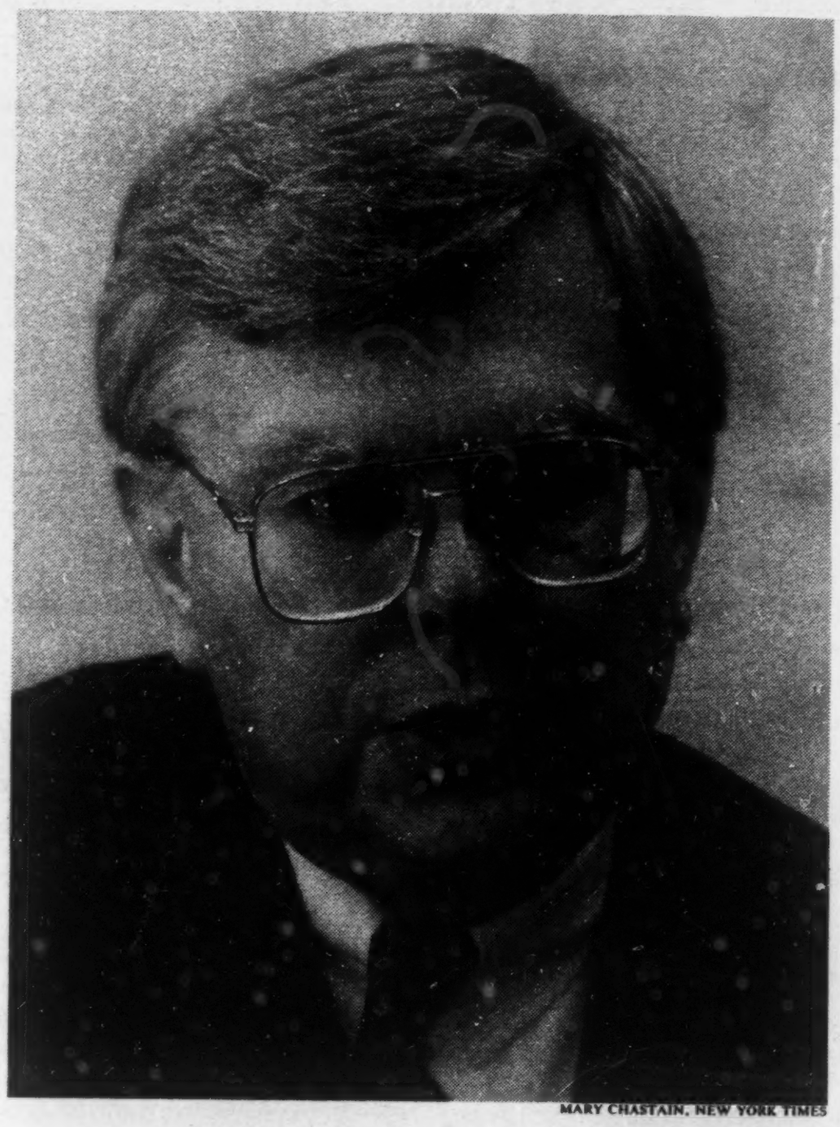
Note in the Brigham Young University *Daily Universe:*

"Things as simple as going to the grocery store or to a play have become nearly impossible. Imagine pushing your shopping cart through Smith's around midnight on Friday. The employees are stalking the shelves, so you have to make your way around boxes and crates."

Careful! Don't trip over those stalkers!

—C.G.

In Brief



MARY CHASTAIN, NEW YORK TIMES

Holderman gave awards totaling $1.4-million

COLUMBIA, S.C.—The University of South Carolina has released the names of 381 students who received scholarships under a program administered at the discretion of its former president, James B. Holderman (*above*).

Among the names listed are the children of prominent federal and state officials, including the sons of Sen. Mark Hatfield, an Oregon Republican, and of Lawrence Eagleburger, Deputy Secretary of State. The university confirmed that Senator Hatfield's son had received $11,350.50 from 1983 through 1988, while Mr. Eagleburger's son received $400 from 1987 through 1989. Senator Hatfield has already acknowledged that his son received aid. Mr. Eagleburger could not be reached for comment.

Mr. Holderman retired in June 1990 and later pleaded guilty to using his position to earn $25,000 in illegal compensation.

A total of $1.4-million in aid was awarded under the scholarship program. No published rules governed how the money was given. John M. Palms, the current president, said he had released the names because "the privilege of privacy is outweighed by the public's right to know" who received the aid. ■

Trustee sentenced on embezzling charges

VENTURA, CAL.—A trustee of the Ventura Community College District has been sentenced to one year in jail for embezzling more than $15,000 from the district.

The trustee, James T. Ely, also was ordered to pay $14,400 in restitution after being convicted by a jury on 29 counts of embezzlement, fraud, and conspiracy.

Mr. Ely served as a trustee of the district from 1979 until his sentencing this month. He and his wife were found guilty of padding expense accounts, overestimating mileage for personal-car use, and purchasing dinners at district expense. ■

Back in the saddle at U. of Connecticut

STORRS, CONN.—After a 12-year hiatus, the University of Connecticut has started using a horse again as part of a new mounted police patrol.

The horse, an 11-year-old Morgan named UC Danegeld, or Danny, will be ridden by Officer Rhoda Averna (*right*). The horse is one of 66 owned by the university and maintained by its Equine Science Program, which performs research on breeding. Students feed the university's horses, which also are used in the institution's Morgan Drill Team.

The campus police stopped using horses in 1979. The animals were then owned by the police force, and caring for them cost too much, said Donn A. Herindeen, a major on the university force. Mr. Herindeen said it was easier for officers to patrol on horseback than in cars because horses are not restricted to roadways. ■

UNIVERSITY OF CONNECTICUT

Fraternity members fined on forgery charges

AUSTIN, TEX.—The University of Texas chapter of the Tau Kappa Epsilon fraternity has been fined $10,000 after pleading no contest to forgery charges.

According to Travis County Attorney Ken Oden, fraternity members retaliated against a neighbor who had complained about loud music by ordering pizzas, magazine subscriptions, and health-club memberships in his name. Under the plea agreement, fraternity members can pay half the fine by spending a total of 2,000 hours on a community-service project.

Meanwhile, the family of a University of Texas student who died during a fraternity hazing incident has settled a lawsuit against the fraternity and its former members for a total of $1.9-million.

The student, Mark Seeberger, died of alcohol poisoning in 1986 after being driven around in a van with other fraternity pledges and being pressured to drink a large amount of alcohol.

Mr. Seeberger's parents, Joan and Jeff Seeberger, sued the fraternity, Phi Kappa Psi, and 10 of its former members. The settlement was reached just before the case was to go to trial. ■

Skull and Bones alumni move to block women

NEW HAVEN, CONN. — Eight alumni of Skull and Bones, the secret, all-male society at Yale University, obtained a court order this month barring the induction of new members. This year's induction, due to take place earlier this month, was to have included women for the first time in the organization's 159-year history.

A New Haven Superior Court judge scheduled a hearing for September 30 to decide whether the plaintiffs—which include conservative columnist William F. Buckley, Jr.—can block the initiation until the society can meet to discuss the admission of women.

Last year's senior class tapped a group of six women and nine men to be inducted this fall. The alumni directors initially said they would not recognize the 15 students, and they locked undergraduates out of the "Tomb," the club's headquarters. But members from across the country later voted 368 to 320 to admit women.

P. Jay Fetner, an alumnus of the group, has started a petition drive seeking to have the election results set aside, a new board of directors installed, and the admission of women reconsidered. ■

PETER MORENUS, CORNELL UNIVERSITY

Cornell U. opens American Indian house

ITHACA, N.Y.—Cornell University has opened what is believed to be the first American Indian student residence hall.

Named Akwe:kon, a Mohawk word meaning "all of us," the building was designed with a unique American Indian character. The hall will house about 35 students, about half of whom are American Indian. Many are enrolled in Cornell's 10-year-old American Indian program, which provides academic counseling and special activities for students. Ron LaFrance (*above*), a Mohawk who directs the program, will work with students at the house. ■

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Government & Politics

Ways & Means

Speaking to the Alaska Association of School Administrators, Gov. Walter J. Hickel offered a novel suggestion this year for making state colleges more attractive to state residents.

Said Governor Hickel: "How about some simple magnet programs—perhaps something as obvious and inexpensive as a wrestling program at the University of Alaska? We all know how our village communities love basketball. But few can compete at the college level. But they also love wrestling, and they are good at it. And what's more, kids of any size can compete."

University officials said there has been no strong demand among students for wrestling programs.

■

California higher-education leaders, beleaguered by their state's dire financial situation, have discovered that sometimes they are thankful for a budget crisis. A bill that would require them to compile numerous reports on how they are assisting women and minority students is languishing because it would be too costly.

The Legislature's reluctance to adopt the bill for financial reasons allows college leaders to avoid a conflict with the bill's sponsor, the powerful Speaker of the Assembly, Willie L. Brown.

The law would require colleges to show what steps they are taking to meet previously established goals of having the student body of public colleges match the ethnic diversity of recent high-school graduates in the state. Institutions also would have to show what they were doing to insure that graduating seniors also reflected that diversity.

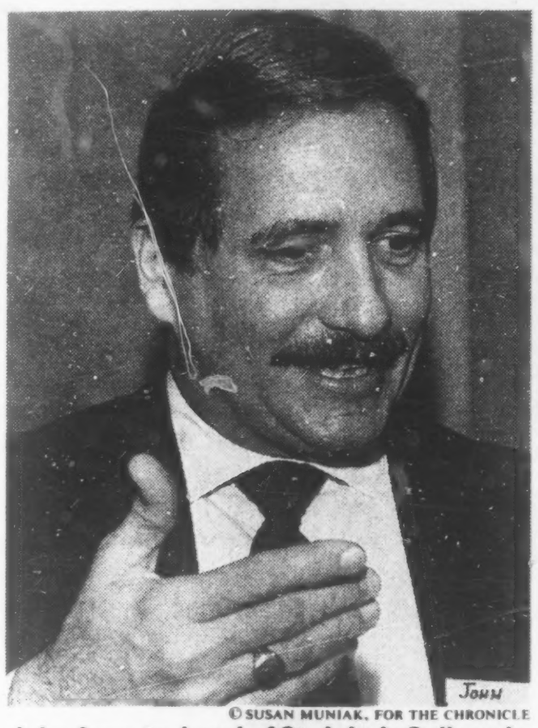
College officials said they agreed with the bill's goals, but had been put off by the estimate of state finance officials that it would cost them more than $35-million to comply with the bill's requirements.

■

The National Association for Biomedical Research, known for its lobbying in Congress and legislatures against restrictions on the use of animals in scientific research, is now lobbying Hollywood.

The concern is an episode of the NBC television show *Quantum Leap*, in which the lead character will assume the life of a research chimpanzee. The biomedical group fears the show will portray the use of animals in research as inhumane. It is urging its members to write the producers of the show, as well as its stars, Scott Bakula and Dean Stockwell, to remind them of "the critical part laboratory animals play in essential research."

A spokesman for the producers said they had received more than 500 letters, pro and con, but the only rewrites being made on the script are "to make a better story." The show, to be televised this fall, will not have a bias, he said. "It's not a platform for either side."



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John Agresto, head of St. John's College in New Mexico: "The more they said their opposition was scholarly and not political, the more they were shown to be liars."

DON HAMERMAN, FOR THE CHRONICLE

Phyllis Franklin, director of the MLA: "In the future it is possible that we may raise the question of comprehensive representation on the council."

UNIVERSITY OF ARIZONA

Annette Kolodny, dean of humanities at U. of Arizona: "They have to do it again if they feel there is a candidate whose credentials seem inadequate."

Scholars Who Helped Block Controversial NEH Appointment May Have Sacrificed More Than They Gained, Analysts Say

By STEPHEN BURD

WASHINGTON

The scholarly groups that successfully fought to defeat the nomination of Carol Iannone to the National Council on the Humanities may be the real losers in the battle, many political observers say.

Those observers—academics, writers, and politicians who followed the debate—say that those who challenged Ms. Iannone emerged with reputations as unreasonable ideologues. Though some of the observers say the reputation is unfair, they say it has substantially weakened the scholarly groups' ability to oppose future nominations to the council, the advisory board for the National Endowment on the Humanities, or to influence the endowment's policies.

Some leaders of the fight against Ms. Iannone, defend their actions and say their success has emboldened them to challenge future nominations to the council.

Those nominations may be coming soon. The White House is expected to name someone to a vacancy on the council within weeks, and a total of nine nominations are expected in the next year.

In July, by a vote of 9 to 8, the Senate Labor and Human Resources Committee killed the nomination of Ms. Iannone, a

Continued on Page A36

Senate Approves 3.6% Increase in Spending for Student Aid; NIH Would Get 6% More

By THOMAS J. DeLOUGHRY

WASHINGTON

The Senate last week approved an appropriations bill that would increase spending for student aid by 3.6 per cent in the 1992-93 academic year. It would also raise spending at the National Institutes of Health by 6 per cent.

Liberal Senators had hoped to bolster the $204-billion spending bill for education, health, and labor programs with $3-billion taken from the Pentagon's budget, but their attempt failed by a vote of 69 to 28. Instead, they were forced to settle for another amendment, which added $300-million to the spending levels the Senate Appropriations Committee had approved in July.

The $300-million amendment—sponsored by Sen. Tom Harkin, an Iowa Democrat, and Sen. Timothy E. Wirth, a Colorado Democrat—meant an additional $62-million for Supplemental Educational Opportunity Grants, $20-million for Trio programs for disadvantaged students, and $4-million for international education programs.

Helms Amendment Passed

Senators also approved an amendment sponsored by Sen. Jesse A. Helms, Republican of North Carolina, that would bar prisoners from receiving Pell Grants. Mr. Helms argued that convicted criminals should not receive educational assistance that many law-abiding citizens cannot receive. The Senate approved a similar amendment to the appropriations bill for the Commerce, State, and Justice Departments in July.

The Senate also approved amendments sponsored by Sen. Mark O. Hatfield, an Oregon Republican, that would redirect $40-million in building and administrative funds at the NIH to research. Senator Hatfield said that $34-million should be spent to increase research on Alzheimer's dis-

Continued on Page A35

Some California Colleges Say U.S. Crackdown on Loan Defaults Produces Unfair Penalties

By MARY CRYSTAL CAGE

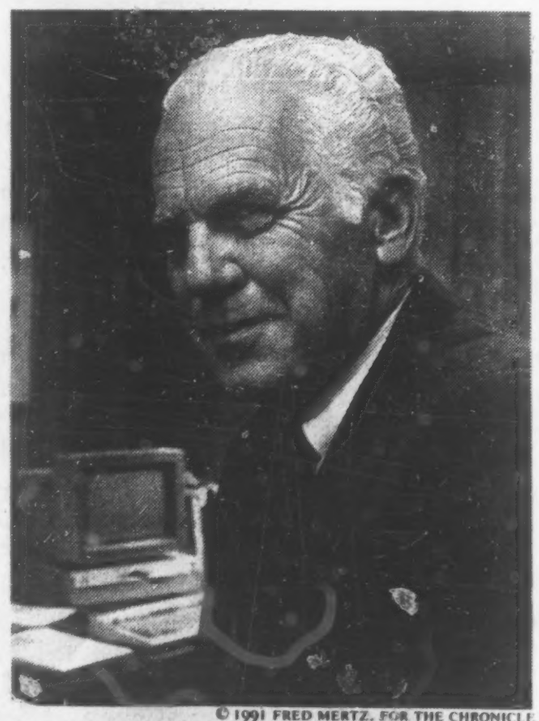
OAKLAND, CAL.

Of the 1.5 million students in California's community-college system, only 1 per cent participate in federal student-loan programs. And while the number of students who participate continues to decline, frustration with the way the Education Department handles student loans is growing.

The department—under Congressional pressure—is carrying out a series of measures to clamp down on participation in the loan programs, particularly by proprietary schools with high default rates. Other institutions with high default rates—such as historically black colleges and community colleges—say they are unfairly being tarred with the same brush.

They complain of expensive efforts to comply with cumbersome regulations and a slew of bad publicity. Community-college officials here say the situation in California is typical of the problems that nonprofit institutions face with defaults—

Continued on Page A33



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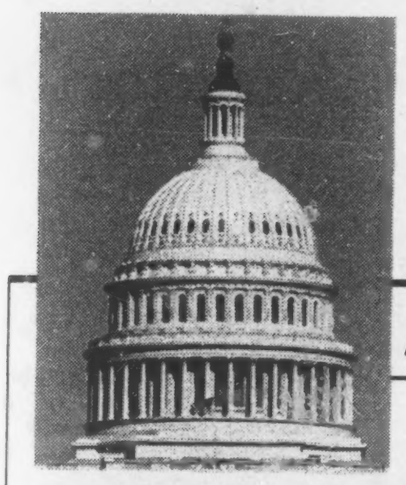
Robert Scannell, chancellor of the Peralta Community College District: "Our dilemma is that a seed has been planted that something is wrong here."



Appropriations Bill: Education Department

	Fiscal 1991 Actual spending	Fiscal 1992 President's request	Fiscal 1992 Approved by House	Fiscal 1992 Approved by Senate
STUDENT ASSISTANCE				
Pell Grants	$5,374,282,000	$5,775,121,000	$5,450,000,000	$5,460,000,000
Supplemental Grants	520,155,000	346,945,000	570,000,000	632,000,000
College Work-Study	594,689,000	396,615,000	595,000,000	618,476,000
Income-contingent loans	4,880,000	10,000,000	5,000,000	4,880,000
State Student Incentive Grants	63,531,000	0	64,000,000	76,000,000
Perkins Loans	156,144,000	15,000,000	169,000,000	156,000,000
Stafford Student Loans	5,381,422,000	3,105,711,000	3,105,711,000	3,105,711,000
Paul Douglas Teacher Scholarships	14,639,000	14,639,000	15,000,000	15,000,000
GRADUATE SUPPORT				
Patricia Roberts Harris graduate fellowships	17,566,000	0*	17,600,000	17,600,000
Robert C. Byrd honors scholarships	9,271,000	9,271,000	9,271,000	9,642,000
Jacob K. Javits fellowships	7,807,000	0*	8,000,000	8,000,000
Patricia Roberts Harris public-service fellowships	3,198,000	0*	3,200,000	3,200,000
Minority participation graduate fellowships	5,953,000	0*	5,826,000	5,953,000
Areas of National Need fellowships	24,885,000	0*	30,000,000	25,000,000
INSTITUTIONAL ASSISTANCE				
Developing institutions Aid for historically black colleges	87,831,000	87,831,000	100,000,000	87,831,000
Endowment challenge grants	17,462,000	7,462,000	7,500,000	7,500,000
Institutional support	87,831,000	87,831,000	90,000,000	87,831,000
Cooperative education	13,175,000	13,175,000	14,000,000	14,000,000
Facilities College-housing and academic-facilities loans	37,726,000	3,598,000	3,598,000	8,105,000
Interest-subsidy grants	20,396,000	19,412,000	19,412,000	19,412,000
International education	45,867,000	45,867,000	53,000,000	53,170,000
Law School Clinical Experience	5,855,000	0	8,000,000	8,000,000
Veterans' Education Outreach	2,733,000	0	2,700,000	2,733,000
BILINGUAL EDUCATION				
Bilingual vocational training	2,888,000	2,888,000	3,000,000	3,000,000
Training grants	36,066,000	36,066,000	36,000,000	36,000,000

	Fiscal 1991 Actual spending	Fiscal 1992 President's request	Fiscal 1992 Approved by House	Fiscal 1992 Approved by Senate
LIBRARY RESOURCES				
Research libraries	$5,855,000	$0	$5,855,000	$5,855,000
Training and demonstration	325,000	0	325,000	325,000
College-library technology grants	3,904,000	0	3,904,000	6,404,000
AID TO DISADVANTAGED				
College-aid migrant programs	1,952,000	2,034,000	2,500,000	2,030,000
Legal Training for the Disadvantaged	2,928,000	0	3,000,000	3,045,000
Minority Institutions Science Improvement	5,855,000	6,101,000	6,000,000	6,000,000
Programs for disadvantaged students	333,800,000	395,075,000‡	385,249,000	405,249,000
EDUCATION RESEARCH AND STATISTICS				
Education research	64,714,000	74,296,000	71,000,000	71,500,000
Education statistics	44,313,000	51,974,000	50,000,000	44,313,000
EDUCATION FOR THE HANDICAPPED				
National Institute on Disability and Rehabilitation Research	58,924,000	0	58,924,000	61,000,000
Research and development	20,174,000	20,174,000	24,000,000	21,000,000
Personnel development	69,289,000	69,289,000	89,800,000	89,800,000
Rehabilitation training	33,353,000	0	33,353,000	36,688,000
Postsecondary programs	8,559,000	8,559,000	9,000,000	9,000,000
MISCELLANEOUS				
Adult education	238,828,000	250,727,000	280,000,000	260,510,000
Vocational education grants	856,503,000	890,656,000	1,077,000,000	905,000,000
Teacher training	214,849,000	245,066,000	249,423,000	253,389,000
Office for Civil Rights	48,405,000	56,000,000	56,000,000	51,691,000
Drug-abuse education, prevention for college students	19,100,000	19,500,000	19,500,000	19,500,000
Fund for the Improvement of Postsecondary Education	14,639,000	14,639,000	15,000,000	15,000,000
Student Literacy Corps	5,367,000	0	5,367,000	5,367,000
Women's educational equity	1,995,000	500,000	2,000,000	500,000
School, College, and University Partnerships	3,904,000	0*	4,000,000	4,000,000

Department of Health and Human Services

	Fiscal 1991 Actual spending	Fiscal 1992 President's request	Fiscal 1992 Approved by House	Fiscal 1992 Approved by Senate
SCIENTIFIC RESEARCH				
National Institutes of Health Cancer Institute	$1,713,759,000	$1,810,230,000	$1,830,509,000	$1,825,583,000
Heart, Lung, and Blood Institute	1,126,942,000	1,209,924,000	1,202,398,000	1,190,396,000
Institute of Dental Research	148,918,000	160,939,000	161,235,000	158,266,000
Institute of Diabetes, Digestive, and Kidney Diseases	615,272,000	658,557,000	667,820,000	652,861,000
Institute of Neurological and Communicative Disorders and Stroke	541,743,000	583,355,000	583,355,000	583,386,000
Institute of Allergy and Infectious Diseases	907,276,000	976,711,000	972,830,000	965,952,000
Institute of General Medical Sciences	760,010,000	833,180,000	820,160,000	815,158,000
Institute of Child Health and Human Development	478,956,000	520,584,000	524,661,000	523,826,000
Eye Institute	253,241,000	272,260,000	272,260,000	267,229,000
Institute of Environmental Health Sciences	241,028,000	254,484,000	254,912,000	250,873,000
Institute on Aging	323,752,000	348,558,000	362,528,000	397,176,000
Institute of Arthritis, Musculoskeletal, and Skin Diseases	$193,247,000	$204,797,000	$204,977,000	$203,076,000
Research Resources	335,255,000	320,975,000	309,200,000	317,227,000
Center for Nursing Research	39,722,000	43,747,000	43,143,000	45,880,000
Institute of Deafness and Other Communication Disorders	134,935,000	146,321,000	144,495,000	151,608,000
Center for Human-Genome Research	87,418,000	110,487,000	93,115,000	109,309,000
International Center	17,519,000	19,922,000	19,922,000	19,922,000
Library of Medicine	91,408,000	100,554,000	99,565,000	100,549,000
Total, N.I.H.	8,276,739,000	8,774,886,000	8,824,886,000	8,774,886,000
HEALTH RESEARCH AND TRAINING				
Alcohol, Drug Abuse, and Mental Health Administration Mental health research and research training	482,442,000	519,455,000	520,019,000	520,850,000
Centers for Disease Control Occupational safety and health research and training	96,980,000	96,980,000	96,980,000	108,858,000

* President Bush proposed that these programs receive no money, but he also proposed the creation of new programs to encompass their purposes.
‡ President Bush requested funds for programs that he proposed to merge with these programs.

Senate Approves 3.6% Increase for Student Aid

Continued From Page A31

ease and $6-million for research on developing an AIDS vaccine.

In June, the House of Representatives approved increases of 2 per cent for student aid and 6.6 per cent for the NIH. The House bill did not bar prisoners from receiving Pell Grants. Members from the House and Senate must now meet in a conference committee to develop a compromise bill.

College lobbyists said last week that they were not surprised that the Senate had rejected the $3-billion amendment. The measure would have added $270-million to student-aid programs, a sum sufficient to increase the maximum Pell Grant by $100, to $2,500. The amendment would have added $570-million to the $8.7-billion that the Senate Appropriations Committee had approved for the NIH.

"The world as we knew it has changed in the past three weeks. It is time that our budget priorities started reflecting those changes."

Edward M. Elmendorf, vice-president for governmental relations for the American Association of State Colleges and Universities, said it was clear that Senators were not ready to cut the Pentagon budget while questions persisted about the future of the Soviet Union. He added, however, that education lobbyists would push for similar amendments in the next year. "That, as a longer-term focus, is where we ought to be headed," he said.

Mr. Elmendorf said he was disappointed that the successful Harkin-Wirth amendment had not included more money for Pell Grants, but he was pleased that it had added money for Supplemental Educational Opportunity Grants. Those funds, he said, would "help right the balance between grants and loans" in student aid.

'The World Has Changed'

A 1990 budget agreement between Congress and the Administration required that Mr. Harkin attract at least 60 votes to approve the transfer of $3-billion from the government's defense account to its domestic account. Mr. Harkin, who is expected to run for President in 1992, told his colleagues that the time was right to "start investing in the real challenges that confront us."

"The world as we knew it has changed in the past three weeks," Senator Harkin said. "It is time that our budget priorities started reflecting those changes."

His proposal was easily defeated as conservative lawmakers suggested that it was too early to cut defense spending, and Senators who crafted the 1990 budget deal campaigned against violating it.

"This particular amendment is a deal breaker," argued Sen. Pete V. Domenici, a New Mexico Republican. He said Congress should not break a five-year agreement with the White House simply because "one Senator comes here to the floor with a list of goodies that everybody likes."

The subsequent Harkin-Wirth amendment to add $300-million to the bill did not violate the budget deal. It passed easily by a vote of 79-21.

"Fewer and fewer kids toward the bottom end of the income scale are able to go on to a higher education," Senator Wirth said in appealing for support for the amendment. "We have an obligation to reach out and give these kids an opportunity."

$2,400 Pell Grant

Under the Senate bill, the maximum Pell Grant would remain at $2,400 for the 1992-93 academic year. The House legislation also holds the grant size even.

The large increase in the Senate bill for Supplemental Educational Opportunity Grants would bring that program to $632-million—$62-million more than the House has proposed and $112-million above the 1991 spending level.

The Senate bill would provide $618.4-million for the College Work-Study program—$23.4-million more than the House proposed and $23.7-million more than was provided in 1991.

State Student Incentive Grants, which provide matching scholarship money to states, would receive $76-million in the Senate bill. The House bill would provide $64-million for the program, which received $63.5-million in 1991.

Popular Trio Programs

The Trio programs, which provide tutoring and counseling for disadvantaged high-school and college students, have proved popular with lawmakers in the last two years and have attracted large increases. The extra $20-million in the Harkin-Wirth amendment brought the Senate figure to $405-million, which is $20-million more than the House proposed and $72-million over 1991.

The Senate bill would also enable the NIH to support 6,040 new grants in fiscal 1992, an increase of 255 over 1991. The House bill would support 6,000 new grants.

The Senate approved Senator Hatfield's amendments on AIDS and Alzheimer's research without any objection. Mr. Hatfield said the increase for medical research was important, but paled in comparison to what the United States spends on weapons.

"In 18 months, we spend more money in research for exotic weapons to improve the ability to destroy life than we have in 100 years of medical research," he said.

The Senate approved a second amendment from Senator Helms that would prohibit the Department of Health and Human Services from financing a survey of teen-agers' sexual behavior. Secretary Louis H. Sullivan acted in July to block a 1991 grant for the project.

Stephen Burd contributed to this article.

HER 'BROAD BACKGROUND' CITED

CUNY Ex-Official Picked for Higher-Education Post

By THOMAS J. DeLOUGHRY

WASHINGTON

President Bush last week nominated Carolynn Reid-Wallace to the government's top higher-education post. If her appointment is confirmed by the Senate, the former vice-chancellor for academic affairs for the City University of New York system will become Assistant Secretary of Education for postsecondary education.

As the head of postsecondary education, Ms. Reid-Wallace would be responsible for administering $12-billion in student-aid programs and $800-million in aid for graduate fellowships, historically black colleges, international education, and other programs. She would oversee a staff of more than 1,100.

CITY UNIVERSITY OF NEW YORK

Carolynn Reid-Wallace: Her nomination has been well received by college officials concerned about government inattention.

A Stint at the NEH

Ms. Reid-Wallace served as a CUNY vice-chancellor from 1987 until 1991 and worked before that as an assistant director of education for the National Endowment for the Humanities. She also has been a dean at Bowie State University and an administrator for the National Association for Equal Opportunity in Higher Education.

She has been a member of the National Council on the Humanities, which advises the NEH, since 1988.

Education Secretary Lamar Alexander announced the appointment at a Washington meeting of black-college presidents. He said her "broad background in a variety of areas" qualified her for the job.

Michael J. Farrell, a former New Hampshire businessman, has held the Assistant Secretary position on an interim basis since April. He will continue to serve as Deputy Assistant Secretary for student financial assistance and as Secretary Alexander's special assistant for student aid.

The previous Assistant Secretary, Leonard L. Haynes, III, was asked to resign in March shortly after Secretary Alexander took office.

Ms. Reid-Wallace's nomination was applauded by college officials who have complained that the lack of a full-time Assistant Secretary made higher education a forgotten subject at the Education Department. The lack of attention has been particularly troubling, the officials said, because Congress is involved in revamping student-aid programs as it reauthorizes the Higher Education Act.

Focus on Higher Education

"I hope this will enable the department to focus its attention on higher education before the reauthorization process is completely over," said Charles B. Saunders, Jr., senior vice-president of the American Council on Education.

Ms. Reid-Wallace, who has been working at the department as a consultant for the past few weeks, declined to be interviewed until after she is confirmed. The confirmation process, which is not expected to include a hearing, could take several weeks.

Robert L. Albright, president of Johnson C. Smith University and chairman of the American Council on Education, said he believed Ms. Reid-Wallace's experience with black colleges and CUNY made her "well qualified for the assignment."

He suggested that she would be an important player in reauthorization as well as in other important policy discussions in the Education Department. Officials at black colleges, Mr. Albright said, were particularly interested in the department's review of the legality of minority scholarships, the controversy surrounding the Middle States Association of Colleges and Schools, and a Justice Department brief in a Mississippi college-desegregation case.

The nominee's experience with black colleges helps make her "well qualified for the assignment," says an education leader.

Black-college officials complained after the resignation of Mr. Haynes, who is black, that Mr. Alexander needed more black senior officials in the department.

Others familiar with Ms. Reid-Wallace praised her work ethic and record of achievement. Lynne V. Cheney, chairman of the NEH, said the humanities panel had been "enriched" by Ms. Reid-Wallace's "insistence on high standards, which has characterized everything she has done."

Richard Ekman, who worked in NEH's education division with Ms. Reid-Wallace, described her as "truly non-ideological." He added: "It's nice to think there's someone who can attract the White House's attention who hasn't done it by being out front ideologically, but has really made it in the world of education."

Joseph Murphy, a former chancellor of the City University of New York, said Ms. Reid-Wallace often worked 16-hour days at the university. "She's a good listener, she's patient, she makes sound judgments, and she performed admirably as a vice-chancellor for academic affairs at the City University," he said. "She's characterized by a degree of politeness and civility not normally found in New York."

'Good to Work With'

A union leader representing CUNY instructors also praised Ms. Reid-Wallace's contributions to the university system. "We found her good to work with, intelligent, capable," said Arnold Cantor, executive director of the Professional Staff Congress.

Ida Gillard Brandon, dean of the graduate school and continuing education at Bowie State, hailed Ms. Reid-Wallace as "a great educator."

Ms. Reid-Wallace has a bachelor's degree from Fisk University, a master's degree from Adelphi University, and a doctorate in English and American literature from George Washington University. ■

Study Predicts Dramatic Shifts in Enrollments

By JEAN EVANGELAUF
WASHINGTON

In most states the ranks of minority high-school graduates will expand and those of white graduates will shrink or remain stable over the next several years, according to a new study that details the demographic shifts in the school-age population.

The study, sponsored by the Western Interstate Commission for Higher Education and the College Board, is the first to provide state-by-state figures on the actual and projected number of public high-school graduates from 1986 through 1995 by racial and ethnic group.

"This study will be very useful in pointing out the dramatic changes coming along," Frederick H. Dietrich, a College Board official, said at a press conference here last week to release the report.

"We're going to have a larger population not graduating from high school and not sufficiently prepared to enter the work force."

Richard E. Peck, president of the University of New Mexico and a commissioner of the Western Interstate Commission, told reporters he hoped the new data would aid colleges in their efforts to recruit and serve the needs of increasingly diverse student populations. "We've got to plan locally to suit local conditions," he said.

Nationwide, the proportion of graduates who are minority-group members is expected to rise from 22 per cent in 1986 to 28 per cent in 1995, according to the report, which is called "The Road to College: Educational Progress by Race and Ethnicity."

Lowest Proportion in Maine

By state, the proportion of minority graduates by 1995 is estimated to range from a low of 2 per cent in Maine to a high of 98 per cent in the District of Columbia. In addition to the District, four states—California, Hawaii, Mississippi, and New Mexico—are expected to see minority-group members make up the majority of their 1995 graduating classes.

Over all, the fastest growth is expected among Asians and Pacific Islanders, the report said. From 1986 to 1995, the number of Asian graduates is projected to rise 58 per cent, to 98,089. Similar growth is expected for Hispanics, with the number of graduates jumping 52 per cent to 213,286. The number of American Indian and Alaskan Native graduates will increase 11 per cent, to 18,657.

Declines are expected in the ranks of black graduates and white, non-Hispanic graduates over the 10-year period covered by the study. The number of white graduates will fall 10 per cent, to 1,669,382, while the number of black graduates will dip nearly 3 per cent, to 308,117.

Mr. Dietrich of the College Board called on schools and colleges to revamp their programs in light of the changes. Historically, he said, American Indians, blacks, and Hispanics have not had equal educational opportunities.

Compilation of Dropout Rates

"They don't graduate at the same rates as white, non-Latino students and they don't enter colleges at the same rates," he said. "If we don't continue to take actions to improve programs, we're going to have a larger population not graduating from high school and not sufficiently prepared to enter the work force," he said.

The high-school dropout rates used in making the projections were compiled by the U.S. Department of Education and are as follows: American Indian, 27 per cent; Asian, 2 per cent; black, 11 per cent; Hispanic, 18 per cent; and white, 8 per cent.

Robin Etter Zúñiga, the author of the study, cautioned that the figures covered only one portion of the pool of prospective college students—new high-school graduates. Non-traditional and adult students tend to be more racially and ethnically diverse, she noted. Colleges that wish to attract non-traditional students will need to examine data on the demographics of the entire pool of prospective students to plan for future enrollments, Ms. Zúñiga said.

Expanded Offerings

Mantha Vlahos Mehallis, director of university planning and research at Florida Atlantic University, said she thought the new report would help her institution's recruiting efforts. She explained that four years ago the university had expanded its offerings to include lower-division courses and had begun to recruit students directly from high school.

"I think the figures would be of use to us because while we work closely with the local school districts, we attract students from all over the country, especially from the Southern states and New York and New Jersey," Ms. Mehallis said.

In addition to high-school graduates, the study includes state estimates by race for enrollments in public elementary and secondary schools. The projections of enrollments and graduates are based on birth records and historical data on elementary and secondary-school enrollments by grade. The study assumes that migration rates and high-school dropout rates will remain at current levels.

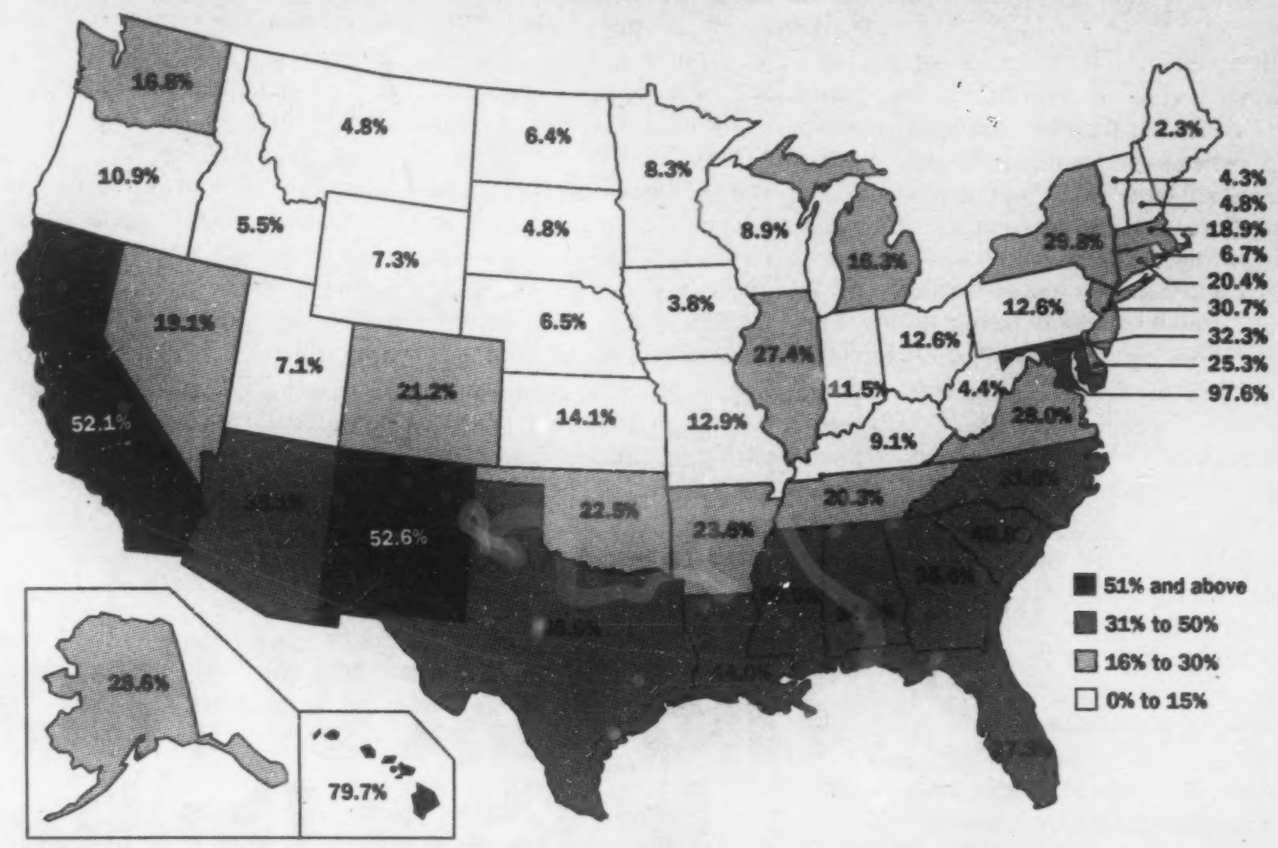
Because of insufficient data, the statistics are limited to public schools, which account for 89 per cent of all high-school graduates.

Copies of the 102-page study may be purchased for $20 plus a $3 handling charge from WICHE Publications, Drawer P, Boulder, Colo. 80301-9752.

Detailed projections by state and region for each racial and ethnic group are also available for purchase in print form or on computer diskette. ■

Minority Public High-School Graduates, 1995

Projections by state of proportions of graduates who are minority-group members



Projected number of high-school graduates by racial and ethnic group

	American Indian	Asian	Black	Hispanic	White	Total
Alabama	589	242	12,986	176	26,211	40,204
Alaska	1,017	261	287	121	4,214	5,900
Arizona	2,416	702	1,372	7,640	22,463	34,593
Arkansas	47	173	5,863	111	20,019	26,213
California	2,105	39,696	17,801	77,027	125,507	262,136
Colorado	244	836	1,484	4,151	24,915	31,630
Connecticut	28	635	2,691	1,851	20,357	25,562
Delaware	6	71	1,374	101	4,571	6,123
District of Columbia	0	37	2,571	212	70	2,890
Florida	112	2,237	18,324	13,806	58,038	92,517
Georgia	10	384	20,670	237	38,481	59,782
Hawaii	35	8,069	218	218	2,170	10,710
Idaho	119	144	25	448	12,535	13,271
Illinois	119	3,983	16,865	7,932	76,643	105,542
Indiana	87	451	5,026	1,040	50,659	57,263
Iowa	34	304	628	250	30,391	31,607
Kansas	232	452	1,905	1,172	22,912	26,673
Kentucky	11	305	2,962	70	33,402	36,750
Louisiana	136	435	14,828	371	20,076	35,846
Maine	39	78	80	79	11,662	11,938
Maryland	59	1,275	11,438	599	28,019	41,390
Massachusetts	58	2,191	3,313	3,333	38,068	46,963
Michigan	745	899	10,807	1,402	71,053	84,906
Minnesota	475	1,755	1,127	809	46,322	50,488
Mississippi	34	87	12,246	28	12,374	24,769
Missouri	38	336	5,601	255	42,158	48,388
Montana	296	66	31	59	9,062	9,514
Nebraska	80	188	540	323	16,257	17,388
Nevada	161	438	852	636	8,852	10,939
New Hampshire	5	157	80	241	9,642	10,125
New Jersey	70	4,152	9,370	6,451	45,293	65,336
New Mexico	1,423	266	346	6,435	7,645	16,115
New York	420	8,201	19,948	12,217	96,004	136,790
North Carolina	840	733	17,119	572	41,644	60,908
North Dakota	342	43	26	79	7,213	7,703
Ohio	48	599	12,083	830	94,277	107,837
Oklahoma	3,066	393	2,902	698	24,272	31,331
Oregon	438	888	547	1,112	24,356	27,341
Pennsylvania	63	2,037	9,312	1,562	89,855	102,829
Rhode Island	15	106	253	122	6,867	7,363
South Carolina	46	342	12,967	279	19,746	33,380
South Dakota	321	26	14	28	7,782	8,171
Tennessee	13	523	8,218	145	35,023	43,922
Texas	299	4,683	23,846	52,210	92,736	173,774
Utah	346	724	131	807	26,395	28,403
Vermont	34	126	70	50	6,212	6,492
Virginia	65	2,954	12,342	1,225	42,608	59,194
Washington	909	3,307	1,585	2,410	40,800	49,011
West Virginia	22	98	686	125	20,182	21,113
Wisconsin	478	978	2,323	943	48,188	52,910
Wyoming	62	23	34	288	5,181	5,588
Total	**18,657**	**98,089**	**308,117**	**213,286**	**1,669,382**	**2,307,531**

SOURCE: WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

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"We want to bring physics teaching into the late 20th century."
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FUTURE FINANCING AT STAKE

Legal and Philosophical Positions of Public Black Colleges at a Watershed as High Court Takes Up Desegregation Case

By SCOTT JASCHIK
JACKSON, MISS.

The nation's public black colleges are at a legal and philosophical watershed.

The Supreme Court, in its term that begins next month, will consider a higher-education desegregation case for the first time. The outcome could provide black colleges with the strongest support ever for obtaining more state funds. But if the decision goes the other way, it could give state legislators the green light to scale back support for public black colleges, or even to shut them down.

Amid the legal maneuvering, another change has been taking place. Supporters of black colleges, who have long suspected that their institutions would bear the brunt of the costs of integration, are openly opposing the idea that courts should seek to have black and white students educated together. Instead, they want a focus primarily on strengthening black colleges.

Widespread Controversy

That stance—which runs directly counter to the position taken by the Justice Department in the Mississippi desegregation case—is causing controversy throughout the country. Black leaders say their views are being misconstrued, and that white liberals and conservatives have lost sight of the importance of educating more black students.

White politicians and educators, meanwhile, say they are increasingly frustrated with the supporters of black colleges, but don't want to speak out for fear of being called racists. In addition, they say that the tight budgets that have become the norm in public higher education make it wasteful to maintain duplicative academic programs at white and black colleges.

Adding to the turmoil is a series of local flaps over the future of various public black colleges. Jackson State

Continued on Page A32

Budget Cuts Force Many States to Curb Extension Programs

By MARY CRYSTAL CAGE

State budget problems are forcing Cooperative Extension Services in many states to scale back their activities.

Almost all programs are being cut, but home-economics services are facing particularly severe budget reductions. In addition, many states are abandoning the tradition of having extension agents in every county and instead are creating clusters or centers that will provide services to several counties.

Extension-service officials hope the reorganizations now under way will enable them to serve more people with smaller staffs. But they also concede it will mean that there will be fewer child-development specialists to train child-care workers and that agricultural specialists will be more reliant on telecommunications to reach all the farms in their much larger service areas.

Serving Rural Communities

The Cooperative Extension Service was established as a nationwide program in 1914 to serve the nation's farm and rural communities. The service, with federal and state funds, supports research at land-grant universities and a system of extension agents to help citizens put the research to use. In recent years, as more and more people moved to cities, the service has broadened its mission to include urban issues.

According to the U.S. Department of Agriculture, at least 15 states have reduced their support for cooperative extension programs this year, and the list is growing.

Dick Rankin, deputy administrator for management at the extension service,

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Virginia Tech sophomores Brian Nutter (foreground) and Andrew Johnson equipped their dorm room with a VCR, a CD player, a hotpot, a popcorn popper, and more.

As Students Cram Rooms With Electronic Gadgetry, Colleges Scramble to Meet the Demand for Power

By MICHELE N-K COLLISON
BLACKSBURG, VA.

Dormitory rooms have gone high tech.

Long gone are the days when the rooms looked like austere caves with metal beds and desks. Students are now outfitting their quarters with state-of-the-art stereo speakers and wall-to-wall carpeting, in a race to see how much electronic gadgetry and furniture they can cram into the average 11-foot by 13-foot dorm room.

Colleges, meanwhile, are scrambling to keep up with the increased demand for electrical power by rewiring their dormitories to provide more outlets and access to computers.

Although the recession and increasing tuition are expected to make this a tight year for students, that hasn't stopped many undergraduates from bringing luxury items to their campuses. A recent tour of several rooms at Virginia Polytechnic Institute and State University here revealed

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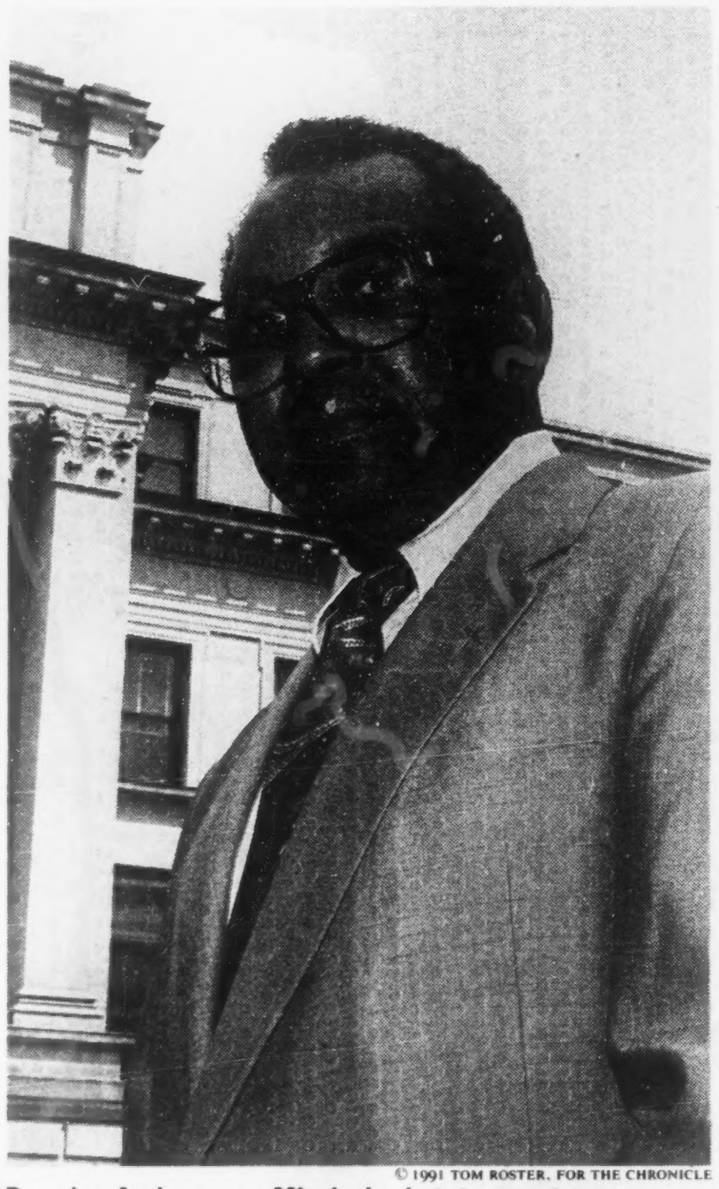

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MARGINALIA

Memo from the football coach to professors at Adrian College:

"I am very interested in the academic success of our team members. One vitally important component of that success is class attendance. The football coaching staff will always stress the importance of our players' education.

"If for any reason, one of our team members is missing an inordinate number of classes, or is performing below class standards *please* call me at 4212. Attached are the members of the football team.

"If you have difficulty reaching me by phone please use the form below."

We can't even *get* to the phone with all those football players in the way.

■

Scholars at Berkeley think Mark Twain has been erroneously credited with the statement "The coldest winter I ever spent was a summer in San Francisco" (*The Chronicle*, September 4).

"Mark Twain once wrote, 'The coldest winter I ever felt was the summer I spent in San Francisco' " (*The New York Times* weather column, same date).

"Without quibbling about 'felt' versus 'spent,' " writes Ronald Bentley, of the University of Pittsburgh, "it does *sound* like something Twain might have said.

"He might also have noted, 'You pays your money and takes your choice.' *The Concise Oxford Dictionary of Quotations*, however, attributes the latter to Anon—'from a peepshow rhyme'—and *The Penguin Dictionary of Quotations* to the magazine *Punch* (Vol. X, 1846). Perhaps wisely, *Bartlett's Familiar Quotations* (1951 edition) ignores both quotations."

■

Note in the *North Jersey Herald & News:*

"The New Jersey School of Conversation at Montclair College has announced that it is accepting registrations for a fall workshop beginning Friday, Sept. 6."

At which, presumably, there will be lots of good talk.

■

Memorandum to members of the philosophy faculty at the University of Michigan at Ann Arbor:

"This year's Tanner Lecturer will be Christopher Hill, the seventeenth-century British historian, who will be speaking on the rhetorical use of the Bible in seventeenth-century Britain."

"First Jimmy Connors and now this!" a reader writes us. —C.G.

In Brief

Workers repair historic clock at Yale University's Harkness Hall

REGGIE JACKSON

NEW HAVEN, CONN.—After standing still for more than a quarter of a century, a historically valuable clock in a tower of Yale University's William L. Harkness Hall is telling time again. The clock was restored as part of a major renovation of the hall, which houses classrooms for Yale's humanities and social-science departments. ■

Chancellor rejects sexual-orientation clause

NASHVILLE—The chancellor of Vanderbilt University has rejected a faculty-senate recommendation that sexual orientation be a protected category in the university's non-discrimination policy.

In turning down the recommendation, the chancellor, Joe B. Wyatt (*below*), told members of the faculty senate that the term "sexual orientation" was subject to a variety of interpretations. He said the university's current policy, which covers race, sex, religion, color, national and ethnic origin, age, handicap, and military service, conformed to federal legal requirements that apply to the university.

Jeff Carr, the university's general counsel, said everyone at the university was covered under the existing policy, regardless of their orientation.

Proponents of the measure argued that an extension of the discrimination policy was needed, and that many of Vanderbilt's peer institutions had adopted such language. ■

Student brandishes gun on U. of Texas campus

AUSTIN, TEX.—A University of Texas student was charged last week with attempted capital murder after pulling a revolver in the outer office of the university's president, William H. Cunningham. The student, John H. Oliver, brandished the gun after being told the president was not available.

A campus security guard who happened to be present wrestled with the student and a shot was fired into the ceiling, police said. No one was injured.

The 24-year-old student had been struggling academically and had withdrawn from the university the day before the incident, campus officials said. A security guard has been posted temporarily in Mr. Cunningham's office while the incident is reviewed. ■

Police use tear gas at U. of Michigan

ANN ARBOR, MICH.—Police used tear gas (*below*) to break up a bottle and rock-throwing crowd of 2,000 football fans that got out of hand in the early hours before the University of Michigan–Notre Dame game. Meanwhile, one student was shot and three police officers injured in a night of violence at Eastern Michigan University. Eight people, including three football players, were arrested in the fracas, which began at a fraternity party at the university's field house. ■

JOSHUA KULP

Fraternity is shut down after scuffle

HOUSTON—A fraternity house at the University of Houston has been temporarily shut down after the group's president, during a scuffle with a female visitor and her boyfriend at a fraternity party, reportedly bit off the tip of the woman's little finger.

Over the past year, neighbors have complained about loud noise and other problems at the Sigma Alpha Epsilon house, said Eric W. Miller, a spokesman for the university.

The alumni corporation that owns the house, located two miles from the campus, decided to close it temporarily as part of a "cooling off" process, said Greg Robertson, alumni chapter adviser. Only 5 of the fraternity's 60 members live in the house.

The university is investigating the incident, Mr. Miller said. ■

Woman leaps from dormitory window

NEW YORK—A 30-year-old Polish woman, who was to participate in a year-long accounting program at Mercy College, committed suicide the day after she arrived in New York. City police said the woman, Malgorzata Szarpak, jumped 35 feet from her dormitory window. Officials said she had a history of mental illness. ■

VANDERBILT UNIVERSITY

MARILYNN K. YEE, THE NEW YORK TIMES

City U. to appeal ruling on philosophy professor

NEW YORK—The City University of New York has decided to appeal a federal court ruling in which one of its campuses was found to have violated a professor's rights by punishing him for his controversial views on blacks.

Michael Levin, a philosophy professor, sued City College after it formed a panel to examine his views.

Last week a militant Jewish group held a march (*above*) past the New Jersey home of another City College professor, Leonard Jeffries, Jr., who made remarks that have been condemned as anti-Semitic. City College is reviewing whether Mr. Jeffries should keep his post as chairman of the black-studies department. ■

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Enrollment Drop Forces Colleges to Close Dorms

Continued From Preceding Page
to build an apartment complex to lure upperclassmen back to the campus. The apartments have suites that can hold up to six students. Each unit has a kitchen, a bathroom, telephones in each room, and cable television.

"Students today want an environment that is similar to home," Mr. Anchors says. "They want maximum private space and up-to-date facilities. If we don't keep up with trends, we will lose students."

Housing for Homeless People

A dormitory at the University of Hartford was closed for renovation following a dip in the number of new freshmen and transfer students this fall. The institution enrolled about 1,300 such students, down about 20 per cent from last year, says Ed Matesky, director of news services.

The University of Massachusetts at Amherst closed a residence hall with 560 beds. In the boom years of the 1980's, the university's residence halls were almost fully occupied. The university plans to renovate all of its dormitories, one at a time, and expects to have all of them opened by 1995, when freshman enrollment is expected to rise.

Oregon State University closed two of its halls and half of another. Whitworth College closed two on-campus houses last year and allowed homeless people to live in one of them. Each house has beds for 18 people. Enrollment declined 10 per cent from 1986 through 1990. This year, college officials are not sure whether they will again open a unit to the homeless.

Housing departments at many institutions are considered auxiliary operations and must depend on rent for their operating revenue. If too many rooms are vacant, a university must cut staff members and close halls to balance the budget.

Housing directors are trying to make their residence halls more attractive, so they can keep their rooms full. They say many students are used to having their own rooms with private telephones and cable television, and do not want to live with a roommate, share a bathroom, or eat in the cafeteria.

Discounts on Single Rooms

Oklahoma State University is offering discounts on single rooms for upperclassmen, putting microwaves in dormitory lounges, and adding more flexible meal plans.

"We're throwing everything at them," says Eddie L. Denman, assistant director of business and administrative services for residential life at Oklahoma State.

Mr. Denman says the university has seen the proportion of undergraduates returning to residence halls after their freshman and sophomore years rise from 26 per cent in 1988 to 35 per cent this fall.

While the majority of campuses may be losing students who want to live in dormitories, a few institutions are seeing more interest from students who want on-campus rooms. Among those building dorms are institutions that do not have residence halls because they traditionally have enrolled commuter students. Those institutions say more of their students now want to live on the campus.

Because the federal money used by colleges and universities in the 60's and 70's to build dormitories has dried up, and tight state budgets make it virtually impossible to build new halls, some institutions are turning to private developers.

Turning to Developers

"Just as we've turned to private companies for food service, I see us turning in the future to private developers for residence halls," says Karen M. Whitney, assistant vice-president for student life at the University of Texas at San Antonio.

In the 1980's, students on the San Antonio campus told university officials they wanted on-campus housing. The university worked with Bach Management of Austin, which built a residence hall for 500 students. The university hires resident assistants to live in the building, while the company sets and collects rent. The university will lease the land to the company for 30 years; after the lease expires, the company will give the dormitory to the university. Private developers are also building residence halls on their own. James Cargill, a member of the board of trustees of Cargill Inc., says he saw a need two years ago for housing near the University of Minnesota's Twin Cities campus and built Dinniken House, a five-story residence hall.

The apartments are furnished with dishwashers and microwaves, and residents share a fitness center. Douglas A. Hallatt, professor of education at the University of Wisconsin at Eau Claire and former director of residence life there, served as a consultant to the Dinniken House project. "University housing is deteriorating," Mr. Hallatt says. "Universities will have to knock down their dorms or renovate them, and most universities don't have money to do that. Their priorities are elsewhere. I think the competition from private companies can only enhance on-campus housing."

Susan Dodge contributed to this article.

Average Score on the ACT Held Steady in 1990-91

By ROBIN WILSON

The average score of students taking the American College Testing Program's ACT Assessment held steady in 1990-91 at 20.6, although the scores of students from some minority groups increased slightly.

While the average score on the ACT has remained virtually unchanged over the last five years, average scores on the other major college admission exam—the Scholastic Aptitude Test—have been dropping. The average score on the verbal section of the SAT fell to an all-time low during the last academic year, and the mathematics score declined for the first time in more than 10 years.

Designs Differ

Fred Moreno, a spokesman for the College Board, which administers the SAT, said educators should not "read too much into the difference" in scores on the two exams. He noted that the tests are designed differently: The ACT has four parts and measures students' skills in English, mathematics, scientific reasoning, and reading, while the SAT tests students' verbal skills and mathematical skills. In addition, the exams are scored differently. Students can score a maximum of 36 points on the ACT, compared with 1,600 points on the SAT.

The ACT, which was administered to 796,983 students last year, is the most common college-admissions exam for students in 28 states. The test was revised in 1989, so officials at ACT said they had to perform calculations that would allow them to compare scores over the last five years.

The number of students from minority groups who have taken the exam has increased significantly since 1987. The number of black students has risen by 18 per cent; American Indian students are up by 27 per cent; and the number of Asian students has increased by 50 per cent.

Average ACT Scores

	1991	1-year change
Men	20.9	−0.1
Women	20.4	+0.1
American Indian	18.2	+0.2
Asian	21.6	−0.1
Black	17.0	0.0
Mexican-American	18.4	+0.1
Other Hispanic	19.3	0.0
White	21.3	+0.1
All	20.6	0.0

Note: The test is scored on a scale of 1 to 36.
SOURCE: AMERICAN COLLEGE TESTING

The average scores of minority students have increased. Black students averaged 17 points in 1991, up from 16.5 in 1987; American Indians scored 18.2 in 1991, up from 17.5 points in 1987; and Mexican-Americans scored an average of 18.4 in 1991, up from 18.1 in 1987.

The average score of white students dropped by one-tenth of a point in 1991, to 21.3.

'Sequence of Courses'

Officials at the American College Testing Program said students who take at least four years of English, three years of mathematics, three years of social studies, and three years of natural-science courses tend to do better than those who take fewer of those courses. Students who had taken the recommended number of courses scored an average of 22.1 points in 1990-91, compared with 19.1 points for those who had taken fewer courses.

"That should be a signal to the early high-school students that there is still time to map out a sequence of courses and academic challenges," said Frank Burtnett, executive director of the National Association of College Admission Counselors. ■

As Students Cram Rooms With Electronic Gadgetry, Colleges Scramble to Meet the Demand for Power

Continued From Page A1
that no self-respecting student comes to college today without a microwave oven, color television, VCR, computer and printer, CD player, and refrigerator. Some students who are musically inclined bring along their bass guitars or electric pianos.

Some rooms have so many remote-control devices that each must be color coded to identify the appliance it operates. Cable television is also essential for a steady diet of MTV and ESPN. And Nintendo sharpens the skills of video addicts.

'Better Than Home'

No longer seen as a place only to study and sleep, today's dorm room must do triple duty as a living room, bedroom, and study space. The rooms must offer the comforts of home, but "must be better than home," says Dave Bartlett, a junior at Virginia Tech, who lives in a triple that he and his roommates have dubbed the Tower of Power. "It must be a party place."

The room that two sophomores, Brian Nutter and Andrew Johnson, share in Thompson Hall is an electronic marvel. Mr. Nutter, with the help of his father, built a wood-frame loft that includes shelves for books, electrical outlets for computers and printers, and a special nook for a fan that keeps the two undergraduates cool on humid nights. The loft also houses a VCR, a color television, a stereo receiver, a CD player, a popcorn popper, a microwave, a hotpot, and speakers with 15-inch woofers. Fittingly, a model of the Star Wars robot, R2-D2, sits atop a bookshelf, watching over the room. "We've got to spend a lot of time here, so we've got to make it comfortable and private," Mr. Johnson says.

To fit all of their high-tech toys into dorm rooms, students put their beds in the air. They design or buy wooden lofts—frames that hold a mattress.

Lofts allowed two other sophomores, Don Campbell and Dave Steiner, to build a "second floor" in their double room. By climbing up to their lofts, they can listen to music from seven speakers. "This is my home away from home," Mr. Campbell says. "This is about as good as it gets."

"One day we turned on everything we could to see if we would blow a fuse. We didn't blow anything, but the lights dimmed a little."

Sometimes all of the electronic gadgets students bring to college can get in the way. Travis Gerlach had to type his freshman composition paper in a lounge because all the sockets in his room were in use—for stereo equipment, three fans, a full-size microwave oven, and an amplifier for his bass guitar. "Without music there is no life," says Mr. Gerlach, a freshman.

Virginia Tech officials say all the extra electrical hardware that students bring to the university has created a drain on the institution's power supply. This summer the university rewired electrical systems in four residence halls to give each room five additional outlets. The university plans to rewire its remaining six dormitories next summer. "Students quickly learn what they need to unplug in order to plug in something," says Pamela Winfrey, director of housing operations at Virginia Tech. "They can't use the hair dryer when the VCR and the computer are on and the stereo is blasting."

Students acknowledge that they test the capacity of the electrical system. "Everything in here sucks serious juice," says David Wilson, a freshman. "One day we turned on everything we could to see if we would blow a fuse. We didn't blow anything, but the lights dimmed a little." Mr. Wilson and his roommate have installed alarms on the room's door and window to protect their appliances from theft.

Housing officials say there are drawbacks to allowing students to have so many conveniences in their rooms. "It's a terrific challenge to get them out of their rooms" to socialize with other students or attend lectures, says Gerry Kowalski, director of residential education at Virginia Tech. "Students are more self-sufficient."

Ban on Air Conditioners

Virginia Tech doesn't allow students to bring all of the comforts of home. Edward F. D. Spencer, director of residential programs at Virginia Tech, says he has had to ban air conditioners and ceiling fans. He had to tell one student she could not bring her canopy bed. But even he was shocked by one request this summer.

"I got a call from a mother who wanted to know if her daughter could bring a washer and dryer to put in her room," says Mr. Spencer. "I told her we had laundry facilities in each hall and, besides, her roommate might not appreciate walking in to find a washer and dryer in the room." ■

Athletics

Sidelines

At the University of North Texas last spring, two coaches did their best to try to clean up a corrupt football program.

Don't bother calling the NCAA: All of the action took place during the filming of a movie, *Necessary Roughness*, a "college-football comedy" that will have its world première on the campus next week.

The movie, starring Hector Elizondo, Robert Loggia, Scott Bakula, and Sinbad, is about coaches who take over a football program that is starting from scratch because all of the previous coaches and players have been forced to quit.

Necessary Roughness also marks the acting debut of the North Texas coach, Dennis Parker, who plays a prison guard. In addition, several hundred of the university's students appear as extras in the movie, and about two dozen worked as production assistants and interns during filming.

To put it gently, no one at North Texas expects *Necessary Roughness* to be much of a contender come Academy Awards time.

But the proceeds from the production fee paid to the university and from the events related to the première helped create a Paramount Pictures Endowed Scholarship Fund, which will benefit the athletics department and several other university programs.

"Nobody ever tried to fool us into thinking this was going to be great art," said Susan Wilson, director of public affairs at North Texas. "But it has a lot of benefits for us and for the local community, and it's just been a lot of fun."

■

A new professional-football league plans to finance the education of any athlete who leaves college to play in it.

The league, known as the Professional Spring Football League, is scheduled to begin play in 10 American cities in February.

Players will earn an average salary of $45,000 a year for the 18-game schedule. While the teams will be owned by individuals in each city, the league will operate as one corporation so the central office can control the teams' budgets.

Rex Lardner, the league's chief executive officer and commissioner, said it had not yet decided whether it would draft underclassmen, although he said it "would try not to deny anyone the chance of playing in the league."

Mr. Lardner said the league would study the legal and practical issues of allowing underclassmen to play. Under pressure, the National Football League grudgingly agreed last year to let juniors enter its draft, but the NFL's spinoff league, the World League of American Football, does not draft underclassmen.

If a player completes his eligibility but leaves college before graduating to play on one of the Professional Spring League's teams, the league will set aside money for the rest of the athlete's education.

CONTRACT WITH CBS

NCAA Pays Out $31-Million in Television Revenues; Black Colleges Say They're Not Getting a Fair Share

Black Colleges

WASHINGTON

Black colleges are not getting their fair share of National Collegiate Athletic Association television revenues, a House panel was told this month.

"Shoulder pads cost the same thing for our institutions as they do for the big programs," Kenneth A. Free, commissioner of the Mid-Eastern Athletic Conference, said at the third in a series of college-sports hearings before the House Subcommittee on Commerce, Commercial Protection, and Competitiveness. "But we're just not getting the funds."

Clarence (Bighouse) Gaines, men's basketball coach at Winston-Salem State University, agreed: "My colleagues and I are getting little more than the shells and crumbs" left behind by the bigger universities.

While bemoaning the lack of money, however, Mr. Gaines and several of the other witnesses said they recognized the financial realities of the times. Mr. Gaines said he "cannot blame the big programs" for not wanting to spread the wealth.

Where the Money Went

Basketball fund	$31,250,000
Broad-based program fund	31,250,000
Championship expenses	24,670,000
Academic enhancement	7,400,000
League grants and royalties	4,930,000
Catastrophic-injury insurance	3,500,000
Needy athletes	3,000,000
Postgraduate scholarships	1,350,000
Division II enhancement	1,000,000
Total	**$108,350,000**

SOURCE: NCAA

Anthony Pace, executive director of the Renaissance Foundation, a group dedicated to promoting historically black colleges, said the institutions' problems were the same as those confronted by all small-col-

Continued on Following Page

OTIS HAIRSTON

Kenneth A. Free of the Mid-Eastern Athletic Conference: "Shoulder pads cost the same thing for our institutions as they do for the big programs."

WINSTON-SALEM STATE UNIVERSITY

Clarence (Bighouse) Gaines of Winston-Salem State University: "My colleagues and I are getting little more than the shells and crumbs."

NCAA Revenues

By DOUGLAS LEDERMAN

The National Collegiate Athletic Association sent over $31-million in checks to its Division I members last month, closing the books on the first year's profits of $108.35-million from the association's $1-billion television contract with CBS.

The payments, designed to reward institutions with broad-based sports programs, were allotted to colleges according to the number of sports they sponsored and the number of athletic scholarships they awarded in 1989-90.

In April, the association sent another $31-million to Division I conferences and independent colleges. The NCAA doled out that portion of the money based on the performance of the leagues' members in the Division I men's basketball tournament in the years 1985-90.

The NCAA used the other $45-million or so for a variety of programs, including the transportation and per-diem costs for participants in championships, catastrophic-injury insurance for athletes in all three divisions, and a $3-million fund for needy Division I athletes. The money for needy athletes was divided among the conferences based on the need of their athletes, and each Division I college received $25,000 more to enhance its academic programs for athletes.

Less Emphasis on Winning

The new system for dividing television revenues was designed to place less emphasis on winning. In the past, most of the money went directly to the Division I colleges that had participated in the basketball tournament, and colleges received more money for every round they advanced.

Almost every conference and college does better under the new system than under the old, and virtually everyone agrees that the new formulas achieve the stated purpose of breaking the direct links between winning and financial gain.

But the final figures on payments to colleges also suggest that the association is still a long way from the more equitable distribution that some college officials have called for. The "haves"—the leagues and institutions that traditionally have received the most money—easily outgained the "have nots."

The roughly 65 universities in the handful of most-powerful leagues—the Atlantic Coast, Big East, Big Eight, Big Ten, Pacific-10, Southeastern, and Southwest—took home more than half of the $62.5-million divided among Division I colleges from the broad-based and basketball pools. The rest, meanwhile, was split among the remaining 230 Division I members.

The University of Wisconsin at Madison received more than any other institution from the broad-based pool, earning $409,811 for its 275-plus scholarships and 25 sports. However, Madison is unlikely to cling to that top spot in next year's distribution, since it decided in March to eliminate five sports, leaving it with 20. ■

Illinois Becomes 4th State to Require Due Process in NCAA Investigations of Athletics Programs

Illinois Gov. Jim Edgar has signed a bill that requires the National Collegiate Athletic Association to meet due-process requirements when it investigates college sports programs in the state.

Illinois is the fourth state to adopt such a law. Similar measures have been adopted in Nebraska, Nevada, and Florida. The Illinois law requires speedy hearings, bars the use of illegally obtained evidence, and allows accused people to cross-examine the witnesses.

NCAA officials said they were disappointed by the measure, saying the association's enforcement process offers as many due-process protections as any other administrative procedure.

Illinois has been one of the hotbeds of opposition to the NCAA's investigative process since November, when the association's infractions committee placed the University of Illinois at Urbana-Champaign on two years' probation for rules violations in its men's basketball program.

Many of the university's boosters and some local lawmakers complained that the association had treated the institution and some of its employees and students unfairly.

Although they have criticized the NCAA, officials of the university said they objected to the new law.

"We still believe the issue of how the NCAA enforces its rules and regulations is best settled within the NCAA itself," said Stanley O. Ikenberry, Illinois's president.

A special panel, led by Brigham Young University's president, Rex E. Lee, is now reviewing the association's enforcement process. —DOUGLAS LEDERMAN

ATHLETICS NOTES

■ Football team at U. of Tenn. gets probation

■ Brooklyn College cancels football season

The football team at the University of Tennessee at Knoxville was given two years' probation last week, but it escaped major penalties because of Tennessee's own disciplinary action.

The National Collegiate Athletic Association's Committee on Infractions found major violations of the association's recruiting and ethical-conduct rules in Tennessee's football program.

The panel found that a former assistant coach, Jack Sells, had broken recruiting rules and had encouraged a potential witness in the case to lie to NCAA investigators. The panel rejected the other major charge against Tennessee—that its summer football camp had been held solely for top recruits, rather than for the public at large—because the committee said NCAA enforcement officials had failed to prove their case.

Despite the "major" violations, the panel chose not to bar Tennessee from appearing on television or in bowl games. The panel noted the university's decisions to fire Mr. Sells in June and not hire a replacement for him, and to limit itself to 85 football scholarships in 1992-93 and 1993-94 instead of the usual 95.

■

Brooklyn College of the City University of New York canceled its 1991 football season because of a player shortage, just two days before the season-opening game.

No more than 30 players came out for any of the team's pre-season practices, said Len Margolis, Brooklyn's sports-information director. The college had believed it would have enough players to sponsor a team this season, but an insufficient number enrolled at the college this fall.

Brooklyn, which competes in the NCAA's Division I in all other sports, has struggled to keep its Division III football team alive. It sought to drop the sport in 1988 as part of budget cuts in the CUNY system. The program was saved after 30 players held a two-day sit-in and alumni raised $50,000.

Mr. Margolis said the college's athletics committee would decide whether to sponsor a team next year. —DOUGLAS LEDERMAN

Black Colleges Seek More TV Income

Continued From Preceding Page

lege sports programs. They face a Catch-22, he said, in which the best high-school players don't want to enroll at the smaller colleges because they don't often get on television and in post-season play. The teams, in turn, don't get on television and in playoffs much because they don't have the top players.

When NBC televises this year's Bayou Classic football game between Grambling State and Southern Universities, it will be the first black-college game on national television since the 1984 Supreme Court decision ending the NCAA's monopoly on televising football.

The figures on television-revenue distribution released by the NCAA this month show that the black colleges, like other small colleges, fare poorly. The two Division I leagues made up of black colleges, Mr. Free's Mid-Eastern league and the Central Intercollegiate Athletic Association, get the smallest payment possible based on their success in the NCAA's Division I basketball tournament—$258,621. Most of the black colleges, which generally sponsor few sports and give relatively few scholarships, get small payments from the money pool created to reward broad-based programs, too.

But an NCAA official pointed out that the black colleges do well on one count: They get more than any other Division I league from the association's new fund for needy athletes. The MEAC and CIAA got $340,000 of the $3-million set aside from the fund for 1990-91. —D.L.

NCAA Payments to Division I Leagues From Basketball Fund, 1990-91

Conference or college	Payment from basketball fund
DePaul U	$474,138
U of Notre Dame	431,034
American South	172,414
Mid-Continent	431,034
Atlantic 10	905,172
Atlantic Coast	3,965,517
Big East	3,793,103
Big Eight	2,500,000
Big Sky	258,621
Big Ten	3,491,379
Big West	1,120,690
Colonial Athletic	560,345
East Coast	258,621
Ivy	258,621
Metro Atlantic	301,724
Metropolitan Collegiate	948,276
Mid-American	474,138
Mid-Eastern	258,621
Midwestern Collegiate	$689,655
Missouri Valley	560,345
North Atlantic	301,724
Northeast	258,621
Ohio Valley	431,034
Pacific-10	1,293,103
Southeastern	2,413,793
Southern	258,621
Southland	344,828
Southwest	1,206,897
Southwestern Athletic	258,621
Sun Belt	862,069
Trans America Athletic	301,724
West Coast	301,241
Western Athletic	948,276
Total	$31,250,000

Note: Amount received by conference was based on its members' performance in the Division I basketball tournament in the previous six years. Colleges that competed in the tournament as independents received their own payments.

SOURCE: NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

NCAA Payments to All Division I Colleges Based on Breadth of Sports Programs, 1990-91

Alabama St U	$22,626
Alcorn St U	50,350
American U	16,840
Appalachian St U	93,641
Arizona St U	295,958
Arkansas St U	51,901
Auburn U	261,319
Augusta C	2,522
Austin Peay St U	31,798
Ball St U	212,033
Baylor U	152,785
Bethune-Cookman C	4,055
Boise St U	102,774
Boston C	235,409
Boston U	172,974
Bowling Green St U	246,258
Bradley U	16,010
Brigham Young U	285,497
Brooklyn C	17,631
Brown U	121,477
Bucknell U	86,967
Butler U	30,735
California St U at Fresno	212,546
California St U at Fullerton	69,418
California St U at Long Beach	149,666
California St U at Northridge	37,349
Campbell U	14,335
Canisius C	41,843
Centenary C (La)	13,974
Central Connecticut St U	49,950
Central Michigan U	158,897
Charleston Southern U	3,983
Chicago St U	11,744
The Citadel	37,207
Clemson U	267,889
Cleveland St U	49,769
Colgate U	108,438
C of the Holy Cross	121,246
C of William and Mary	161,415
Colorado St U	145,282
Columbia U	68,331
Coppin St C	10,519
Cornell U	121,477
Creighton U	14,858
Dartmouth C	98,700
Davidson C	31,634
Delaware St C	25,215
De Paul U	31,511
Drake U	34,774
Drexel U	55,957
Duke U	213,145
Duquesne U	11,518
East Carolina U	111,530
East Tennessee St U	41,838
Eastern Illinois U	109,430
Eastern Kentucky U	78,223
Eastern Michigan U	244,032
Eastern Washington U	25,406
Fairfield U	26,427
Fairleigh Dickinson U	31,234
Florida A&M U	93,802
Florida International U	5,855
Florida St U	259,070
Fordham U	66,480
Furman U	103,204
George Mason U	61,317
George Washington U	21,015
Georgetown U	59,439
Georgia Inst of Tech	146,468
Georgia Southern U	35,616
Georgia St U	5,277
Gonzaga U	20,263
Grambling St U	51,415
Hardin-Simmons U	0
Harvard U	136,662
Hofstra U	26,747
Howard U	110,267
Idaho St U	38,114
Illinois St U	211,994
Indiana St U	92,499
Indiana U	312,350
Iona C	42,331
Iowa St U	276,856
Jackson St U	49,699
Jacksonville U	4,348
James Madison U	211,922
Kansas St U	101,988
Kent St U	204,345
Lafayette C	75,923
Lamar U	62,529
La Salle U	71,108
Lehigh U	84,566
Liberty U	62,486
Long Island U–Brooklyn Center	13,587
Louisiana St U	202,431
Louisiana Tech U	92,085
Loyola C (Md)	21,131
Loyola Marymount U	19,442
Loyola U of Chicago	3,714
Manhattan C	37,203
Marist C	2,134
Marquette U	19,364
Marshall U	$51,485
McNeese St U	57,869
Memphis St U	179,079
Mercer U	3,820
Miami U	253,676
Michigan St U	371,947
Middle Tennessee St U	44,533
Mississippi St U	159,594
Mississippi Valley St U	23,820
Monmouth C (NJ)	27,185
Montana St U	26,011
Morehead St U	71,092
Morgan St U	21,500
Mount Saint Mary's C	34,839
Murray St U	69,483
New Mexico St U	90,569
Niagara U	3,682
Nicholls St U	41,961
North Carolina A&T U	16,109
North Carolina St U	309,540
Northeast Louisiana U	128,336
Northeastern Illinois U	2,110
Northeastern U	162,123
Northern Arizona U	64,626
Northern Illinois U	210,486
Northwestern St U (La)	92,538
Northwestern U	173,414
Ohio St U	398,266
Ohio U	201,244
Oklahoma St U	128,753
Old Dominion U	28,397
Oregon St U	102,050
Pennsylvania St U	375,909
Pepperdine U	18,290
Prairie View A&M U	9,746
Princeton U	121,477
Providence C	87,931
Purdue U	226,558
Radford U	30,834
Rice U	180,795
Rider C	47,319
Robert Morris C (Pa)	18,409
Rutgers U	274,234
Saint Bonaventure U	34,967
Saint Francis C (NY)	25,608
Saint Francis C (Pa)	10,127
Saint John's U (NY)	104,982
Saint Joseph's U	28,011
Saint Louis U	4,206
Saint Mary's C of California	4,702
Saint Peter's C	27,289
Samford U	35,969
Sam Houston St U	30,361
San Diego St U	126,896
San Jose St U	58,567
Santa Clara U	11,961
Seton Hall U	47,619
Siena C	25,085
South Carolina St C	51,901
Southeastern Louisiana U	15,018
Southern Illinois U at Carbondale	170,906
Southern Methodist U	95,311
Southern U	48,773
Southern Utah U	3,453
Southwest Missouri St U	202,462
Southwest Texas St U	111,869
Stanford U	361,714
Stephen F Austin St U	58,115
Stetson U	5,244
Syracuse U	198,979
Temple U	293,907
Tennessee St U	13,435
Tennessee Tech U	30,496
Texas A&M U	247,662
Texas Christian U	145,496
Texas Southern U	37,152
Texas Tech U	146,629
Towson St U	84,518
Tulane U	75,974
US Air Force Academy	37,962
US Military Academy	30,369
US Naval Academy	37,962
U of Akron	140,962
U of Alabama	246,740
U of Alabama at Birmingham	7,507
U of Arizona	260,191
U of Arkansas at Fayetteville	188,469
U of Arkansas at Little Rock	11,150
U of California at Berkeley	250,119
U of California at Irvine	45,194
U of California at Los Angeles	348,286
U of California at Santa Barbara	70,506
U of Central Florida	38,988
U of Cincinnati	103,124
U of Colorado at Boulder	126,961
U of Connecticut	123,865
U of Dayton	18,738
U of Delaware	90,532
U of Detroit	21,459
U of Evansville	13,382
U of Florida	$251,475
U of Georgia	237,290
U of Hartford	25,586
U of Hawaii	153,399
U of Houston	126,924
U of Idaho	46,614
U of Illinois at Chicago	37,224
U of Illinois at Urbana-Champaign	295,242
U of Iowa	367,148
U of Kansas	184,439
U of Kentucky	254,352
U of Louisville	197,516
U of Maine	99,813
U of Maryland Baltimore County	57,359
U of Maryland at C Park	360,476
U of Maryland–Eastern Shore	3,857
U of Massachusetts at Amherst	174,906
U of Miami	172,707
U of Michigan	382,888
U of Minnesota–Twin Cities	374,092
U of Mississippi	154,126
U of Missouri at Columbia	225,409
U of Missouri at Kansas City	4,110
U of Montana	26,613
U of Nebraska	337,756
U of Nevada at Las Vegas	91,814
U of Nevada at Reno	53,109
U of New Hampshire	144,804
U of New Mexico	248,148
U of New Orleans	6,045
U of North Carolina at Asheville	3,309
U of North Carolina at Chapel Hill	390,060
U of North Carolina at Charlotte	14,781
U of North Carolina at Wilmington	36,767
U of North Texas	68,990
U of Northern Iowa	101,272
U of Notre Dame	225,577
U of Oklahoma	251,353
U of Oregon	147,264
U of the Pacific	95,754
U of Pennsylvania	83,516
U of Pittsburgh	228,015
U of Portland	30,232
U of Rhode Island	103,033
U of Richmond	53,711
U of San Diego	5,901
U of San Francisco	4,730
U of South Alabama	10,983
U of South Carolina	241,752
U of South Carolina Coastal Carolina	6,865
U of South Florida	19,545
U of Southern California	245,343
U of Southern Mississippi	123,705
U of Southwestern Louisiana	134,418
U of Tennessee at Chattanooga	27,136
U of Tennessee at Knoxville	198,077
U of Texas at Arlington	27,162
U of Texas at Austin	254,437
U of Texas at El Paso	99,696
U of Texas–Pan American	25,732
U of Texas at San Antonio	4,104
U of Toledo	184,045
U of Tulsa	42,800
U of Utah	228,703
U of Vermont	114,674
U of Virginia	345,583
U of Washington	238,076
U of Wisconsin at Green Bay	15,560
U of Wisconsin at Madison	409,811
U of Wisconsin at Milwaukee	38,570
U of Wyoming	215,037
Utah St U	71,716
Valparaiso U	26,809
Vanderbilt U	83,760
Villanova U	190,202
Virginia Commonwealth U	15,811
Virginia Military Inst	28,908
Virginia Polytech Inst & St U	156,583
Wagner C	17,798
Wake Forest U	148,934
Washington St U	158,540
Weber St U	48,518
West Virginia U	243,462
Western Carolina U	35,081
Western Illinois U	106,030
Western Kentucky U	99,513
Western Michigan U	184,932
Wichita St U	36,117
Winthrop C	5,275
Wright St U	32,548
Xavier U (Ohio)	19,462
Yale U	121,477
Youngstown St U	49,415
Total	$31,271,011

Note: Payments came from the NCAA's sports-sponsorship and grants-in-aid funds. Each institution also received $25,000 from the academic-enhancement fund; this amount is not included in the totals above.

SOURCE: NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

C2175-1

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Quote, Unquote

News Summary: Page A3

"In concealing these transcripts for more than 30 years, the official editors have flagrantly breached their trust."

Publisher of unauthorized transcript of Dead Sea Scrolls: B2

"This is a very ambiguous and somewhat muddy issue."

A university librarian, on Huntington Library's opening of its archive of photographs of the scrolls: A11

"Our dropout rate for students in the electronic classroom is lower. Many students say the computer kept them from dropping a course."

A remedial-writing teacher: A24

"It's just understood that everybody is going to be a professional somebody."

A student at Tougaloo College: A35

"To teach at a second-rate university is to acknowledge a ceaseless condition of structural exclusion from any decision about what can and cannot be authoritatively said."

An English professor at Clarion U. of Pennsylvania: A20

"There's a sense that we're getting kicked in the teeth."

Student-government president: A38

"I basically lived off the cards. I used them to pay for groceries, gas, and most of my living expenses."

A student who took a semester off to pay his credit-card debt: A38

"Lebanon will remain a place of tension and contention for some time to come, but you now find there a sense of optimism, if not quite euphoria."

An American scholar of Middle East affairs: A41

"The atmosphere is such now that we have to do our work in secrecy."

A researcher receiving NIH funds: A30

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Students	A37-38
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Opinion & Letters	B1-5

Scientists Fear Rise of Intrusion in Work Supported by NIH

Sullivan's cancellation of project on teen-age sex viewed as catalyst

By STEPHEN BURD

WASHINGTON

A recent decision by the Secretary of Health and Human Services to cancel a research project on teen-age sex may signal the start of increased political interference in research supported by the National Institutes of Health, scientists fear.

Since the cancellation, the Senate has voted to block funds for both the teen-age-sex survey and an adult-sex survey.

In addition, Edward Laumann, dean of social sciences at the University of Chicago, says NIH officials told him recently that a sex survey he was conducting—and that had been previously approved by the National Institute of Child Health and Human Development—would be put on hold "because it would be political suicide" for the agency to support it.

Researchers Afraid to Speak Out

Many researchers who receive government support for research related to sex say they are afraid to speak out on the issue because they do not want to become political targets. But they say the cancellations endanger important projects needed to stop the spread of diseases such as AIDS.

The national advisory council to the child-health institute, which is made up of researchers, passed a resolution last week

Continued on Page A30

House Panel's Draft Bill Would Increase Pell Grants, Drop Banks' Role in Loans

Sweeping proposal to change federal law hailed by college officials

By THOMAS J. DeLOUGHRY

WASHINGTON

A House of Representatives panel last week released draft legislation for reauthorizing the Higher Education Act. If enacted, it would:

- Phase out banks from the student-loan program.
- Nearly double the size of the largest Pell Grants.
- Eliminate institutional accreditation as a criterion for qualifying for federal aid.

The bill, which would take effect with the 1994-95 academic year, would encourage states to create academic programs to help children as young as 11 years old prepare for college. The legislation would provide extra federal aid to college students who had participated in such programs.

College officials were extremely pleased with the panel's draft. "It's a real vision for higher education," said Charles B. Saunders, Jr., senior vice-president of the American Council on Education. "It's the biggest rewrite ever and a major step forward in terms of the goals of the legislation."

Democrats and Republicans on the House Subcommittee on Postsecondary Education cooperated in drafting the legislation, but Republicans remained opposed last week to vast increases in the cost of Pell Grants and to the so-called direct-lending plan, which would provide federal loans to students through their colleges. The panel is expected to amend the legislation and vote on it this week.

Final Bill Expected in Spring

The Senate Subcommittee on Education, Arts, and the Humanities is scheduled to release its reauthorization bill later this month. The two subcommittee bills will be the primary vehicles for revamping the 26-year-old Higher Education Act in their respective chambers. After both bills are approved, lawmakers hope to merge them and send a single bill to the White House in the spring.

The Higher Education Act dictates the maximum levels that Congress may spend on programs each year for a five-year period. Congress's appropriations committees often prescribe amounts well below such levels in their annual spending bills.

The most controversial aspect of the subcommittee bill is the creation of the Direct Loan Program, which would begin in 1994-95 with 450 to 500 colleges and trade schools. The program would expand to as

Continued on Page A31

Access to Dead Sea Scrolls: New Controversy Builds

- Opening of a Dead Sea Scrolls archive reveals problems concerning access to research materials: A6.
- President of Biblical Archaeology Society defends its publication of transcripts of the scrolls: B1.

A MODEL FOR SURVIVAL

In Tight Economy, Tougaloo Shows How Black Institutions Can Use Strategic Planning to Aid Their Special Missions

By SCOTT JASCHIK

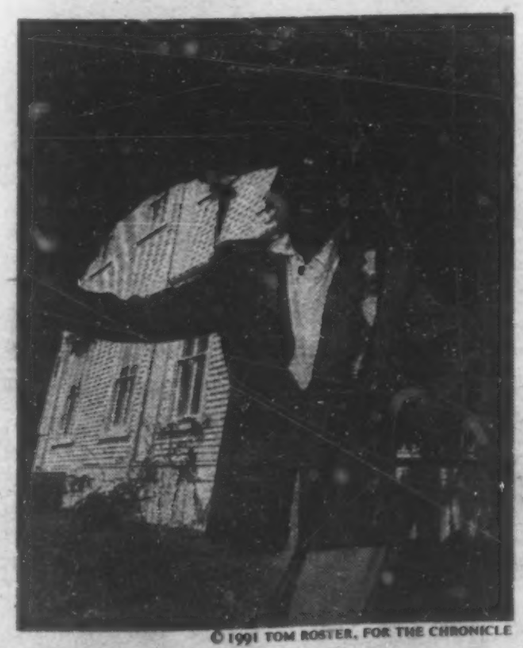
TOUGALOO, MISS.

The Yazoo clay on which Tougaloo College is built has historically been a financial drain. The earth is notorious for the way it shifts, undermining building foundations and running up maintenance costs.

In the next few years, Tougaloo officials believe they can turn their location—Yazoo clay and all—into a steady money supply. For the college is located to the north of the city of Jackson, smack in the middle of where local businesses and residents are relocating.

Tougaloo hopes to reap millions of dollars a year from a non-profit corporation it has formed, which will lease portions of the land to businesses seeking to establish operations in the area.

The amount of money Tougaloo hopes to receive is small in an era when leading research universities undertake billion-dollar capital campaigns. But higher-education officials say what is happening at Tougaloo is significant: A small, private, historically black college that a few years ago was in danger of financial collapse is using strategic planning to rebound financially and academically.



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Tougaloo's Bettye Parker Smith: Prospective students have heard that "we will prepare them to have a better quality of life."

The idea behind strategic planning, which links long-term academic and financial goals, has attracted considerable interest in higher education in recent years. Supporters of the concept say Tougaloo is a model for how black colleges can use the approach to thrive, even in a tight economy.

Robert Fenning, who was a consultant to Tougaloo when it started the planning process in 1988, says many black colleges have a sense of their mission but lack adequate funds, making strategic planning ideal for them. "Stra-

Continued on Page A33

MARGINALIA

Notice in *The Compass*, a paper at the University of Pennsylvania:

"ASSOCIATE DIRECTOR V / ASSOCIATE DIRECTOR VI (02056AR) GRADE LEVEL DEPENDENT UPON RELEVANT EXPERIENCE AND PROVEN FAINT RECORD."

We can swoon with the best of 'em.

■

Bulletin at the University of Colorado at Colorado Springs:

"The two main entrances into campus will be closed!!! (We will be resurfacing the drive area and the entrances.) The bus that goes through campus will be deterred for both days."

■

From a document on non-discriminatory admissions at Ogeechee Technical Institute:

"A GED or high school diploma will not be required for admission to the institute or to a program area unless specified by program standards. However, prior to graduation all students must receive a GED or a high school."

Expensive option, a reader notes.

■

Headline in *University Newsletter*, a publication at the University of Wisconsin–Stevens Point:

ACADEMIC HOOD FOUND FOLLOWING GRADUATION

Call the cops!

■

Another headline, this one in the Norman (Okla.) *Transcript:*

PIGMENTS ARE CAUSE OF COLORFUL FALL FOLIAGE

Stop the presses!

■

We've received a chart from Indiana University South Bend showing us the organizational structure of the "Eternal Affairs Office."

■

Notice in a newsletter from the American Society for Eighteenth-Century Studies:

"The Winterthur Library will award a number of fellowships to encourage research in America's artistic, cultural, intellectual, and social history. Scholars pursuing advanced research are eligible to apply for NEH fellowships with stipends up to $300,000 for six to twelve months' work."

No fringe benefits?

■

At a recent meeting of the Ivy League magazine editors in Princeton, N.J., the menu at Lahiere's Restaurant featured "Grilled Filet of Beef Tenderloin, Caraway Dauphinoise, Tomato and Blue Cheese Souffle, Pork Wine Natural Sauce."

They live high on the hog in the Ivies.

—C.G.

In Brief

Lavish student spending is questioned at CUNY

NEW YORK—The chairman of the Student Senate at the City University of New York approved the spending of more than $400,000 in student funds last year for limousine rides, hotel stays, and a trip to Africa, according to another senate member.

The chairman, Jean LaMarre (*right*), also approved a $24,000 annual salary for his twin sister, Elizabeth, who is a student at CUNY.

The expenditures were revealed by Rafael Alvarez, the senate's vice-chairman for fiscal affairs. A story about the expenses first appeared last week in the *Student Leader News Service*, which is run by students who attend the State University of New York. The senate's budget comes from fees paid by the 200,000 students at CUNY's 21 campuses. Steve Kleinberg, director of communications for the Student Senate, said some of the charges of misspending were untrue, but he would not elaborate.

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Mr. LaMarre said the vice-chairman had leaked the story of the expenditures to the media because he was considering running for Mr. LaMarre's student-government post later this month.

University officials have ordered the Student Senate to begin following state guidelines on travel and transportation expenses. ■

Former president returns some retirement benefits

PITTSBURGH—The University of Pittsburgh's former president, whose generous retirement package angered many on the campus, has agreed to give back part of his annual salary and other benefits.

Wesley W. Posvar, who retired as president in July, will still keep about $3.3-million he received from two retirement funds. But the annual salary he was set to collect for life has been cut from $201,000 to $141,600, and he will repay to Pittsburgh $740,000 in mortgage loans by early 1992.

In a statement, Mr. Posvar said he had "agreed to reduce my income from what is in fact a sound, legal contract," because the trustees asked for concessions "given the financial condition of the university." The trustees approved the new package. ■

AP/WIDE WORLD

Liberty U. dismisses 3 for proselytizing

LYNCHBURG, VA.—Three Liberty University students have been dismissed for spreading the beliefs of the United Pentecostal Church on the Baptist campus.

Liberty requires its students to attend all services held in the campus chapel. It is affiliated with the Thomas Road Baptist Church, where the university's chancellor, Jerry Falwell (*above*), is the pastor. Students must seek permission to attend services at other churches and are not to proselytize the beliefs of other religions.

"When people attend Liberty, they agree to comply with the regulations," a university spokesman said.

One of the students, Chuck Grooms, said he had agreed to stop proselytizing on the campus, but could not agree to the university's request that he stop attending the Pentecostal church and quit preaching its beliefs off the campus.

"They can't run a fully accredited liberal-arts institution like that," said Mr. Grooms. "What are they going to do every time someone comes along and disagrees with them—kick them off campus?" ■

University cancels CIA officer's appointment

SEATTLE—An officer of the Central Intelligence Agency will not be joining the history department at Seattle University after all. Faculty members and students protested the appointment.

The agency and the university have jointly decided against having the officer, Thomas Lauer, serve as a visiting assistant professor. Mr. Lauer would have been on a sabbatical from the CIA and his salary would have been paid by the agency.

According to a university statement, officials feared the campus opposition to the appointment could disrupt "the university's ordinary educational processes."

The CIA, in a statement of its own, said the opposition was "based on a seriously flawed misperception" of the CIA. The agency will reassign Mr. Lauer to other duties. ■

KATHLEEN KELLY

Gonzaga U. students make annual pilgrimage

SPOKANE, WASH.—Nearly 250 students, faculty members, and administrators at Gonzaga University walked 12 miles—on back roads, alongside a river, and across a highway—to celebrate the university's largest freshman class in 21 years. Each year since 1970 Gonzaga, which is affiliated with the Roman Catholic Church, has held such a pilgrimage to honor a different event or achievement. On the way to Cataldo Mission, a center once used by Jesuit missionaries, the hikers (*above*) took turns carrying a cross. ■

Medical school debates care for AIDS patients

ST. LOUIS—A debate at Saint Louis University's medical school has revived questions about how closely medical students should work with patients who have AIDS.

The case involves a fifth-year resident who was asked to assist in surgery on a patient with HIV at a hospital affiliated with the university. The resident questioned whether the patient actually needed a common procedure and, if so, whether someone else should perform it. Staff physicians decided that the procedure was necessary, and performed it.

William Stoneman, dean of the medical school, said the university and the hospital were committed to caring for people infected with HIV. But he said the case raised questions about the level of dexterity and skill students should be required to have before they are expected to treat people with AIDS. Doctors operating on people infected with HIV must wear goggles and extra gloves that might impair an inexperienced surgeon, he added.

The resident had previously treated people with AIDS, Dr. Stoneman said. ■

Corrections

■ A story on electronic journals (*The Chronicle*, September 11) identified Kip Canfield as an assistant professor in the Department of Information Systems at the University of Maryland at College Park. He is at the university's Baltimore County Campus.

■ A story that said Glendon F. Drake had been pressured to resign from his post at the University of Colorado by then chancellor E. Gordon Gee (*The Chronicle*, August 14) incorrectly stated that Mr. Gee had asked for Mr. Drake's resignation because Mr. Drake had made questionable expenditures. Mr. Gee says that issue was never part of his evaluation of Mr. Drake. ■

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Athletics

Sidelines

The Knight Commission on Intercollegiate Athletics, saying it won't fade away, last week endorsed a set of academic reforms proposed by the National Collegiate Athletic Association's presidents' commission.

"The members of the commission are encouraged by the vigor and staying power of the reform movement," the Knight co-chairmen, the Rev. Theodore M. Hesburgh, president emeritus of the University of Notre Dame, and William C. Friday, former president of the University of North Carolina system, said in a statement.

The Knight panel, which in March issued its plan for reforming big-time sports, applauded the presidents' commission for proposing to toughen the NCAA's academic requirements for athletes in their freshman year and beyond.

The presidents' panel's proposals, which include requiring athletes to attain a 2.5 grade-point average in 13 high-school core courses to be eligible to compete as freshmen, will be among those considered by the NCAA's members at the association's annual meeting in Anaheim, Cal., in January.

The Knight panel also endorsed a number of proposed rules changes offered by the NCAA council, including ones that would delay, for a year, scholarship cuts adopted last January for Division I women's sports, so the NCAA can complete a study on sex equity in sports programs.

The Knight panel's members voiced opposition to several proposals that they believed would undercut the reform movement or roll back reforms made at last January's cost-cutting convention. They included a proposal to abolish the overall limitation on football scholarships and to lower the annual permissible allotment to 21 from 25.

■

Although the NCAA's infractions panel found "major" violations in the men's basketball program at the State University of New York at Stony Brook, it has opted not to penalize the university.

The Committee on Infractions found that Stony Brook's former coach, Joe Castiglie, had engaged in unethical conduct last year by lying to NCAA investigators about the purchase of a player's airline ticket.

"The tragedy of this case is that what might well have been secondary violations"—the purchase of the ticket—"were compounded by the actions of the coach in misleading the university in its initial inquiry and providing false and misleading information to the NCAA enforcement representative," the infractions panel said in its report on the case.

Mr. Castiglie resigned in August.

The infractions panel said it would not impose penalties on Stony Brook because the university had bolstered its programs for insuring rules compliance and had gained little if any competitive advantage as a result of the violation.

NCAA Budgets, 1990-91 and 1991-92

Revenues

	1990-91	1991-92	Change
Television	$118,295,000	$124,705,500	+ 5%
Division I men's basketball	11,848,500	11,567,900	– 2
Government grants	10,618,200	10,831,800	+ 2
Royalties	5,363,500	5,963,000	+ 11
Other Division I championships	6,064,000	5,728,000	– 6
Investments	2,271,000	2,000,000	– 12
Publishing	1,330,500	1,414,000	+ 6
Transfer from reserves	0	1,386,000	n/c
NCAA Foundation	1,012,000	948,500	– 6
Membership dues	870,000	878,400	+ 1
Division II championships	838,000	856,000	+ 2
Communications	806,100	707,600	– 12
Visitors center	375,000	680,000	+ 81
General	515,200	635,800	+ 23
Division III championships	393,000	439,500	+ 12
Total revenues	$160,600,000	$168,742,000	+ 5%

Expenditures

	1990-91	1991-92	Change
Distribution to members			
Division I men's basketball	$31,250,000	$31,500,000	+ 1%
Broad-based programs	31,250,000	31,500,000	+ 1
Academic enhancement	7,300,000	7,425,000	+ 2
Conference grants	3,856,000	3,856,000	n/c
Division I needy athlete fund	3,000,000	3,000,000	0
Division II enhancement fund	0	2,000,000	n/c
Royalties	974,800	1,075,500	+ 10
Championships			
Other Division I championships	12,844,200	13,398,000	+ 4
Division I men's basketball	9,925,400	9,799,500	– 1
Division III championships	4,672,000	4,845,800	+ 4
Division II championships	4,219,000	4,426,500	+ 5
Youth sports programs	11,822,800	11,816,400	—
National office	6,018,200	6,563,000	+ 9
Communications and public relations	4,978,200	4,321,500	– 13
Drug testing / sports sciences	4,296,000	4,131,000	– 4
Insurance	1,135,000	3,528,800	+211
Publishing	3,188,000	3,072,000	– 4
Legal services	1,600,000	2,500,000	+ 56
Enforcement department	2,293,000	2,366,000	+ 3
Executive department	2,273,000	2,432,000	+ 7
Championships department	1,695,000	1,753,000	+ 3
Administration department	1,614,000	1,747,000	+ 8
Committees	1,550,000	1,665,000	+ 7
Visitors center	1,893,500	1,589,000	– 16
Business department	1,396,000	1,509,000	+ 8
Legislative services department	1,341,000	1,376,000	+ 3
General	1,089,000	1,298,000	+ 19
Scholarships	1,285,000	1,290,000	—
Compliance services	1,050,000	1,135,000	+ 8
Convention / Honors Banquet	790,000	661,500	– 16
Total expenditures	$160,600,000	$168,742,000	+ 5%

n/c—not comparable
Note: A dash indicates change of less than one per cent.
SOURCE: NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

U. of District of Columbia Gets 3-Year Probation, but NCAA Does Not Impose Heavy Penalities

WASHINGTON

The athletics program at the University of the District of Columbia, which has been in disarray for the last several years, has been slapped with three years' probation by the National Collegiate Athletic Association.

The NCAA's Committee on Infractions said the university's past administrators had failed to control the sports program. As a result of their failure, the panel said, about 20 athletes in five sports competed for the university when they were academically ineligible to do so, and other athletes received improper financial aid.

In penalizing the university, the NCAA's Committee on Infractions suggested that UDC's downward spiral in athletics might have ended, and that brighter days might be in sight.

The infractions panel declined to impose heavy penalties on the sports program, citing the university's decision to suspend its football and women's basketball teams, the personnel housecleaning that it had undertaken, and its thorough review of the violations.

'Special Adviser' on Compliance

In its report on the UDC case, the committee expressed confidence that Tilden J. LeMelle, the university's president since August, would help turn things around.

Mr. LeMelle, the panel said, "has clearly asserted his intentions to take control of the intercollegiate athletics program."

It said the president had done that by proposing an entirely new administrative structure for the sports program, including appointing a "special adviser to the president on athletics compliance," creating a new faculty-dominated athletic committee, and giving the provost oversight of all

Continued on Following Page

Basketball Coaches to Study Feasibility of Unionization

Some see gains from bargaining; others call it 'a can of worms'

By DOUGLAS LEDERMAN

An association of college basketball coaches plans to study the feasibility of collective bargaining for its members.

The Board of Directors of the National Association of Basketball Coaches agreed to consider the idea of unionizing after a survey found that 72 per cent of the group's members supported the move. Officials of the association said they were acting out of frustration at being excluded from important decisions about their sport.

They cited such actions as the National Collegiate Athletic Association's cutbacks in scholarships, season lengths, and the size of coaching staffs, and recently developed conference and NCAA restrictions on the sideline behavior of coaches.

"The coaches as a whole feel that they're being discarded and not paid attention to, much, in basketball decisions," said George Blaney, men's basketball coach at College of the Holy Cross and second vice-president of the NABC. "We're losing our voice, and we're trying to have some people pay more attention to us."

'Exploring All the Possibilities'

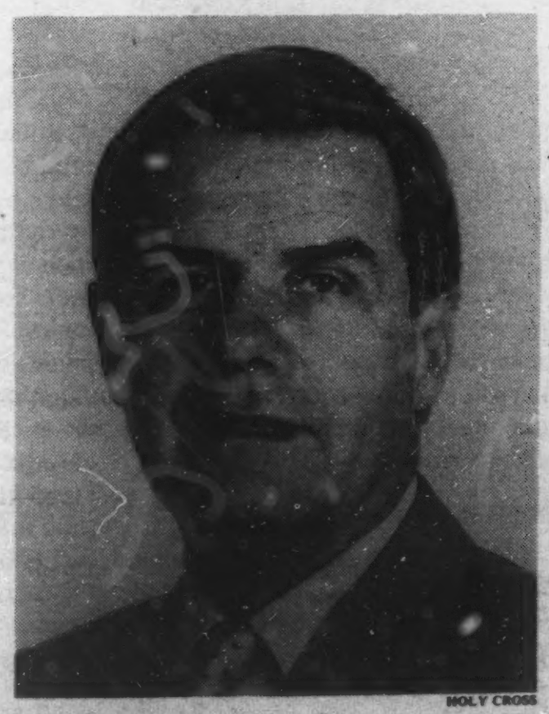
The idea of unionizing college basketball coaches intrigued some sports observers and legal experts, who said coaches could make some gains but might regret opening up what one called a "can of worms." Other legal observers, however, scoffed at the idea and said there were far too many legal hurdles that would prevent the coaches from unionizing.

A lawyer for the coaches' association, Scott M. Knisley, said the coaches felt they had "lost their voice" and their ability to influence decisions about their sport.

"They feel like they've lost some clout, and they're exploring all the possibilities," he said.

Mr. Knisley said he recognized that

Continued on Following Page



HOLY CROSS

George Blaney of Holy Cross: "We're losing our voice, and we're trying to have some people pay more attention to us."

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Quote, Unquote

News Summary: Page A3

"It's ironic that conservatives have to use politics to rid the campus of politics, but we do."

A member of humanities endowment's advisory council: A5

"More and more black people recognize a need to debate these questions. More and more black people recognize that there's no right black answer."

A law professor, on affirmative action: A17

"Louisiana is in a desperate situation when it comes to higher education."

President of Dillard U.: A1

"Black people need strong predominantly black colleges and universities. What is more, America needs strong predominantly black colleges and universities."

President of Howard U.: A60

"You can't treat a barber's school like you would a comprehensive state university."

President of Cumberland College: A43

"Many Senators, who may have felt that 'here but for the grace of God go I,' sat on this issue, then either discounted, dismissed, or trivialized it."

A law professor: A

"They've had a year of their lives taken away."

An athletics director on students affected by an NCAA rule: A49

"You can't look up to a television program."

A Michigan State U. junior on a required course taught by TV: A47

"When you come across something that appeals to people across generations, you really are in the presence of a mystery."

A professor of art history, on the study of 'public art': A9

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More Americans Say Degrees Offer Key to a Better Life

But survey finds wide concern about families' ability to pay

By MICHELE N-K COLLISON

More than ever, Americans think that having a college degree is important to get a job or advance in a career, yet they believe the cost of higher education is beyond the reach of most families.

Those are among the findings of a recent survey conducted by the Gallup Organization for the Council for Advancement and Support of Education, an association of university public-relations and development officers.

The survey shows that despite concerns about overcrowded classrooms and soaring tuition rates, Americans increasingly think a college degree is the ticket to a better life. Seventy-three per cent of those surveyed said it is very important to get a college degree, an increase of 15 per cent over those surveyed five years ago.

Interviews With 1,000 Adults

The Gallup poll was based on telephone interviews with 1,000 adults across the country. CASE has sponsored the survey for the past eight years to gauge Americans' perception of higher education and to provide information for public-policy makers.

Black people were more likely than others who responded to the survey to say that a college degree was vital to getting a job. Eighty-six per cent of the blacks polled said a degree was important, compared with 72 per cent of the whites and 62 per cent of the Hispanics. In addition, those who already had a college degree

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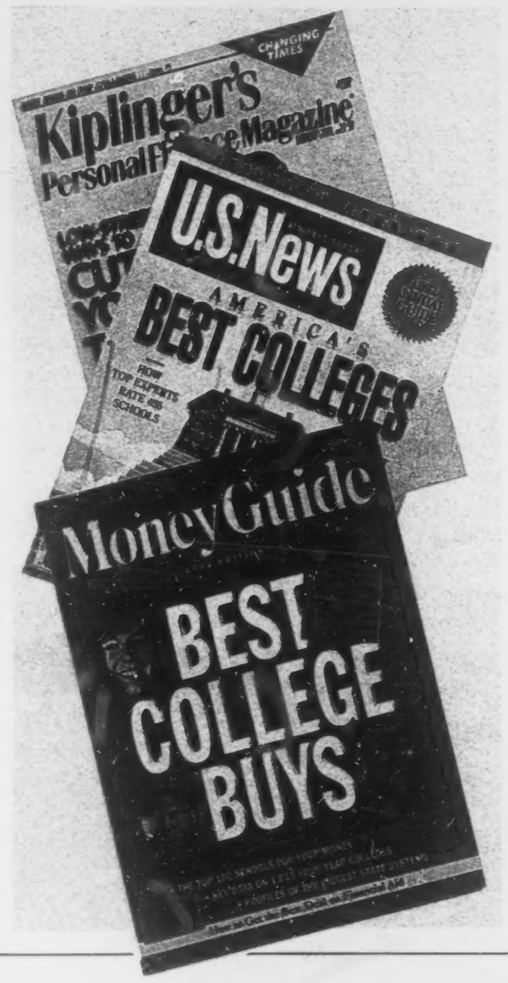
The Iwo Jima Monument as a Symbol of 'Public Art'

© 1991 JAKE McGUIRE

In a new book, two art historians take a close look at how people have attached many meanings to the Marine Corps memorial: Page A8.

PUSH FOR YOUNG READERS

Rankings of Colleges by Magazines Grow in Popularity, Putting Campuses on Spot



By KAREN GRASSMUCK

In an effort to attract more young readers, a growing number of magazines are ranking the nation's colleges and universities—much to the exasperation of many people in higher education.

September began with *Money* magazine's publication of its second edition of "Best College Buys," a ranking of 1,011 institutions in a special guide sold on newsstands next to copies of its regular monthly issue. The month ended with *U.S. News & World Report*'s fourth consecutive annual issue of "America's Best Colleges" ranking 1,373 four-year institutions in four distinct categories.

Meanwhile, subscribers to *Kiplinger's Personal Finance Magazine* (formerly *Changing Times*) are reading an article in that magazine's October issue called "Best Buys in Top Colleges." And at the *National Review*, staff members have published a new book called *The National Review Col-*

Continued on Page A45

Gubernatorial Contest Poses Distinct Choices for Future of Higher Education in Louisiana

By MARY CRYSTAL CAGE

The three top candidates in the Louisiana gubernatorial race would lead higher education in distinctly different directions.

Incumbent Gov. Buddy Roemer, a Republican, is a reformer who has emphasized improving academic quality, reducing duplicative programs, and increasing faculty salaries.

His top Democratic challenger is Edwin W. Edwards, who was replaced by Mr. Roemer in 1987. Mr. Edwards is a populist who favors an expansion of vocational-school programs.

Mr. Roemer's top Republican rival is State Rep. David Duke, a former Ku Klux Klan leader and founder of the National Association for the Advancement of White People. He has pledged to "end unjust affirmative action and quotas" and to use budget cuts instead of tax increases to balance the state budget.

Although the choices are clear, they are also apparently rather unpalatable to voters.

Battles With Lawmakers

According to a poll conducted by the University of New Orleans, most voters approve of the job Governor Roemer is doing but think he lacks leadership ability. The Governor, who was a Democrat until March, has had numerous battles with the Democratic leadership of the Legislature. In particular, he has lost key fights over restrictive abortion legislation and his plan to reorganize the governance of the state's higher-education systems.

Voters responding to the University of New Orleans poll gave Mr. Edwards the highest marks for leadership of the three top candidates; however, he was faulted for repeatedly being the subject of criminal investigations. According to the poll, Mr. Duke is viewed as dishonest by many white and black voters alike.

Pollsters at the University of New Orleans and Loyola University say that none of the candidates is heading to the polls on October 19 with a clear chance of winning the primary. (Louisiana primaries include members of both parties.) If that is the case, the voters will make their final selection on November 16.

Samuel DuBois Cook, president of Dillard University, says he does not know whether he will vote for Mr. Roemer or Mr. Edwards. "It's a difficult choice. I'm looking very hard for where there is hope," he says.

"Louisiana is in a desperate situation when it comes to higher education. The state universities have lost a lot of people because of the financial crunch—especially Louisiana State University and the University of New Orleans," Mr. Cook says. "We are in desperate need of vision."

It may take a visionary to lead Louisiana out of its economic morass. The state faces

Continued on Page A42

MARGINALIA

From a note in the "Currents" column of *American Libraries:*

"Winning librarians: Recent honorees sighted by their professional peers include . . ."

Ahoy, there!

■

Whom, sweet whom (from *The New York Times*):

"The question clouding Mr. Gates's nomination to head the agency is whether he acted as an honest reformer at the C.I.A., seeking to raise fresh questions in a group of experts whom he believed had become too orthodox . . ."

■

Ad in our "Bulletin Board":

"Director of Residential Life: A twelve-moth position with on-campus furnished apartment. . . ."

With holes in the upholstery?

■

News release from Appalachian State University:

"TOUCH, a wildly original theater company based in Carrboro, North Carolina, consists of three mimes, a musician, and a lighting designer. . . . Their commitment to reach nontraditional audiences has landed them in hospitals and prisons, nursing homes and day care centers. . . ."

A fine way to show appreciation.

■

From the announcement of an opening at Mountain Empire Community College:

"Chairperson, Division of Arts and Sciences. Available immediately. . . . A demonstrated ability to provide leadership and foster teamwork within adverse faculty . . . is required."

A little opposition can keep you on your toes.

■

From an article by Nathan Glazer in *Change:*

"Dinesh D'Souza's *Illiberal Education: The Politics of Race and Sex on Campus* has evoked a response matched by no other journalistic report on what is going on in American higher education. . . .

"His book has been reviewed at great length in *The New Republic* by Eugene Genovese, professor of history and an authority on slavery at the University of Rochester. . . ."

Emancipation is long overdue.

■

Ad in *U.:*

"Watch your grades go from B's, C's and D's to straight A's. Let the *To Get An 'A' Or Not To Get An 'A'* booklet show you how! . . . The incredible part is they're only $6.00 each! ! ! A small price to pay for that 4.0 piece of mind!"

May we give you a piece of *our* mind?

—C.G.

In Brief

Prosecutors drop rape charges

PHILADELPHIA—Prosecutors dropped charges last week against two fraternity members who were arrested last month in an alleged gang rape of a Temple University sophomore at the Alpha Phi Delta fraternity house.

Raymond Evers, a graduate student, and Michael Derita, a 1990 graduate, had been charged with rape. In dropping the charges, Assistant District Attorney Dianne Grunland said it appeared that the "sexual intercourse did not rise to the level of unlawful sexual intercourse."

Based on its own investigation, Temple has withdrawn official recognition of the fraternity. A university statement said the institution "has standards that go beyond the burden of proof required in a criminal prosecution." A campus panel has been appointed to review university programs that educate students about acquaintance rape and related issues. ■

PETER MORENUS, CORNELL UNIVERSITY

Cornell U. students mourn deaths in Haiti

ITHACA, N.Y.—Approximately 100 Cornell University students participated in a candlelight ceremony and a march last week to mark the deaths of those who were killed during the recent coup in Haiti. The ceremony was organized by the Konbit Ayisyen / Haitian Students Organization. Leaders of the march estimate that as many as 1,000 people were killed in the coup.

During the ceremony, the students sang songs, including three Creole songs in tribute to "the people of color who have died in the struggle for this freedom," said a spokesman for the group. ■

U OF IOWA

Bells will ring again at U. of Iowa

AMES, IOWA—A local disc jockey chained himself inside the University of Iowa's 92-year-old campanile as part of a fund-raising stunt aimed at reviving bell concerts that had been stopped in May due to university budget cuts. The disc jockey raised $10,000 and will donate the money to the university, which will use it to hire a carillonneur to play the bells each weekday. ■

Homeless man sues U. of Arizona

TUCSON, ARIZ.—A homeless man is suing the Arizona Board of Regents and two officers of the University of Arizona police department, claiming that the campus police force has a policy of harassing homeless people.

Sherman Ellis filed the lawsuit, which asks for compensatory damages for what he says is a violation of his civil rights.

According to Mr. Ellis's lawyer, Susan Ferrell, Mr. Ellis was searching for aluminum cans on a street adjacent to the campus when he was stopped by a university police officer. When Mr. Ellis refused to show identification, the officer allegedly yelled at him and another officer threatened him with arrest. A spokesman for the university police department said that officers routinely stopped "suspicious looking people," but did not single out the homeless. ■

Emory U. bars recruiting by state Attorney General

ATLANTA—The law school at Emory University barred employees of the state Attorney General's office from recruiting at the institution last month after the Attorney General withdrew an employment offer to a woman when he learned she planned to marry another woman.

The law school has a policy that bars the use of campus facilities by recruiters who discriminate against any group, including homosexuals.

Other Georgia law schools are investigating the matter to determine whether they will continue to allow recruiters from the office of Attorney General Michael J. Bowers to come to their campuses. Mr. Bowers, who was sued earlier this month by the American Civil Liberties Union for withdrawing the employment offer, said he did not discriminate on the basis of sexual preference. But he said that homosexual marriages are not recognized or sanctioned by the State of Georgia. ■

TOM WOFFORD

Alligator is returned to Memphis State U.

MEMPHIS, TENN.—An alligator named Omega, stolen four years ago from a biology lab at Memphis State University, has been returned. William H. N. Gutzke (*above*), an associate professor of biology, said he had received an anonymous telephone call from a man who wanted to return the alligator because the man had lost his job and the beast was too expensive to feed. ■

Correction, clarifications

■ In "Research Notes" (*The Chronicle*, September 18), the issue date of the *American Journal of Obstetrics and Gynecology* in which the article by Thomas J. McDonald and Peter W. Nathanielsz appeared, was incorrect. The article was in Volume 165, Pages 764-770, dated September 16, 1991.

■ A "Notebook" item about Stetson University's Greek rush (*The Chronicle*, September 25) may have led readers to believe the institution banned rush for all students this fall. While the university did bar all freshmen and transfer students from going through fraternity and sorority rush, about 50 returning students participated.

■ A story on the EDUCOM Higher Education Software Awards competition (*The Chronicle*, September 4) omitted the name of a program that received the group's Special Recognition Software Award. It was "A la rencontre de Philippe," developed by Gilberte Furstenberg, Janet H. Murray, Stuart Malone, and Ayshe Farman-Farmaian of the Massachusetts Institute of Technology. ■

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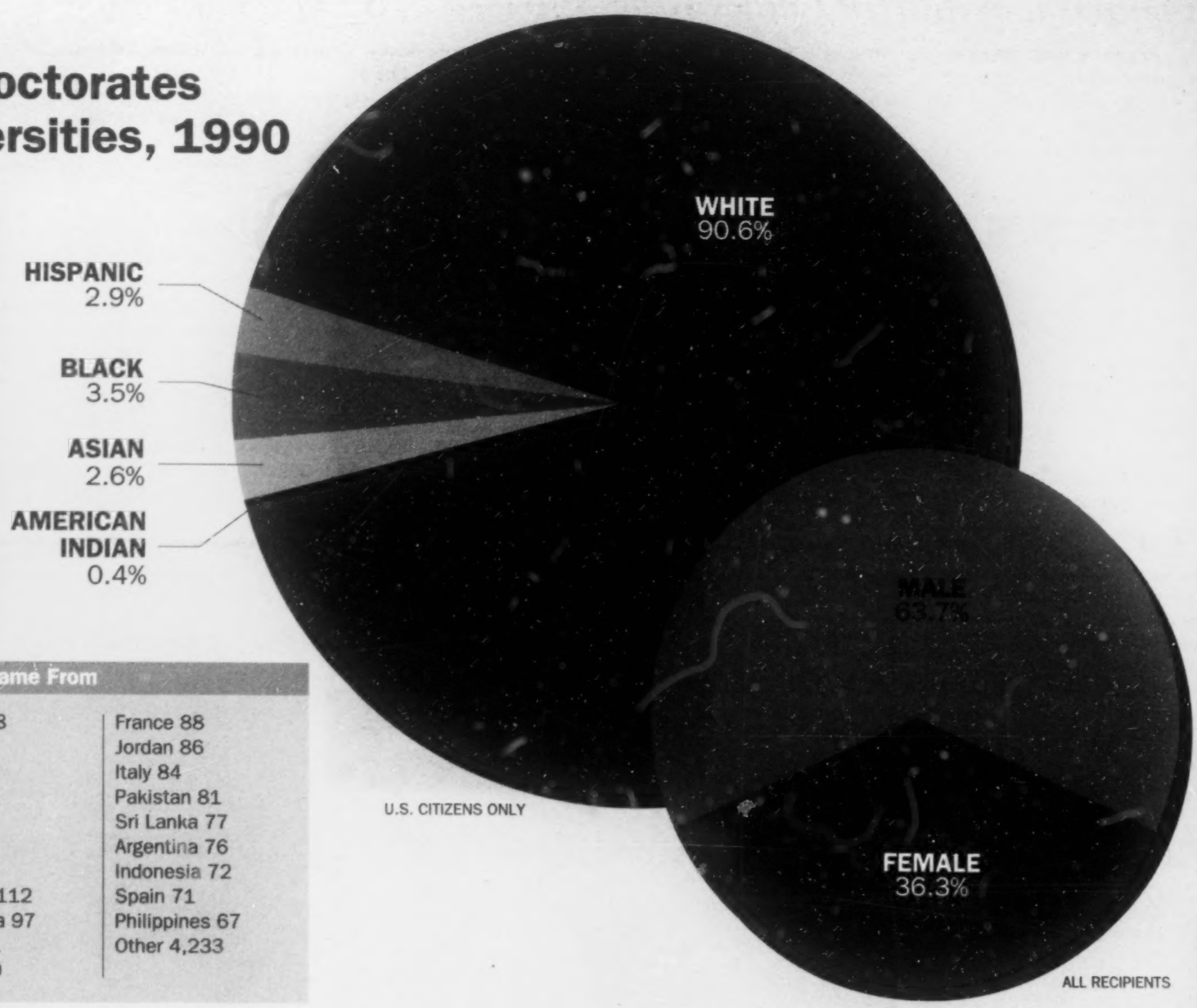
FACT FILE

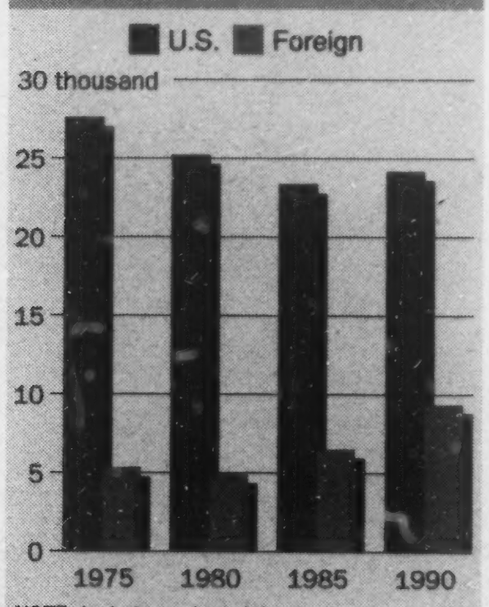
Recipients of Doctorates From U.S. Universities, 1990



Where They Came From

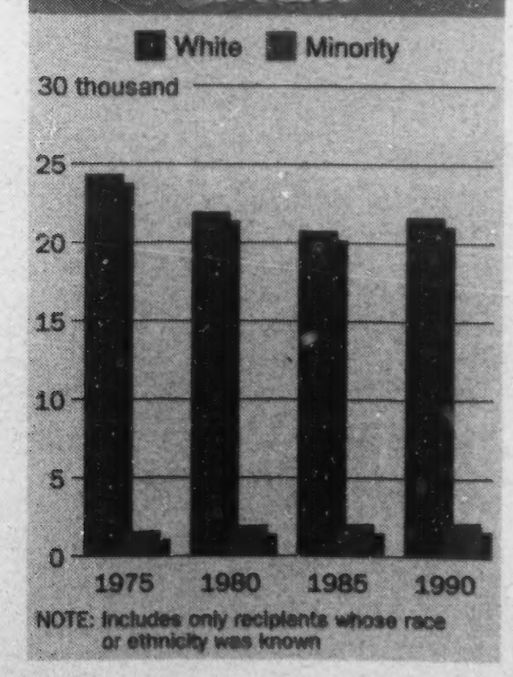
United States 24,190	England 158	France 88
South Korea 1,218	Nigeria 144	Jordan 86
Taiwan 1,110	Greece 130	Italy 84
China 1,061	Mexico 125	Pakistan 81
India 849	Brazil 120	Sri Lanka 77
Canada 406	Turkey 119	Argentina 76
Iran 270	Israel 116	Indonesia 72
Egypt 183	Hong Kong 112	Spain 71
Japan 179	Saudi Arabia 97	Philippines 67
Thailand 163	Australia 91	Other 4,233
West Germany 161	Malaysia 90	

U.S and Foreign Recipients, 1975-1990



NOTE: Includes only recipients whose citizenship was known

Ethnicity of U.S. Recipients, 1975-1990



NOTE: Includes only recipients whose race or ethnicity was known

	All fields [1]	Arts and humanities	Business and management	Education	Engineering	Life sciences	Physical sciences	Social sciences	Professional fields [2]
Doctoral degrees conferred	36,027	3,820	1,038	6,484	4,892	6,613	5,859	6,076	1,178
Median age at conferral	33.9	35.7	34.9	41.6	31.2	32.3	30.5	34.2	37.9
Median number of years from bachelor's degree to doctorate	10.5	12.2	11.8	17.9	8.2	9.1	7.6	10.6	14.5
Median number of years registered as a graduate student	7.0	8.3	7.1	8.1	6.0	6.7	6.2	7.5	7.9
Proportion with bachelor's degree in same field as doctorate	55.4%	57.1%	35.8%	37.5%	76.9%	53.8%	67.5%	55.4%	26.3%
Sex									
Male	63.7%	54.4%	74.4%	42.4%	91.5%	62.6%	81.8%	53.7%	56.8%
Female	36.3	45.6	25.6	57.6	8.5	37.4	18.2	46.3	43.2
Citizenship									
United States	67.1	78.3	55.7	84.4	39.4	68.0	56.5	73.8	75.0
Non-U.S., permanent visa	4.6	5.0	7.5	2.3	7.7	4.2	4.9	3.9	4.1
Non-U.S., temporary visa	21.5	10.2	29.8	7.4	44.8	22.1	31.9	14.1	14.4
Unknown	6.8	6.5	7.0	5.8	8.1	5.6	6.7	8.2	6.5
Racial and ethnic group [3]									
American Indian	0.4	0.3	0.3	0.7	0.2	0.2	0.2	0.5	0.8
Asian	2.6	1.2	2.3	1.1	8.0	3.4	3.3	1.8	1.8
Black	3.5	2.3	1.7	7.7	1.5	1.4	0.7	3.9	4.2
Hispanic	2.9	3.6	1.6	3.2	2.1	2.3	2.6	3.7	2.4
White	90.6	92.6	94.1	87.3	88.2	92.7	93.2	90.1	90.7
Planned postdoctoral study									
Fellowship	11.8%	3.9%	0.6%	1.7%	6.2%	31.2%	17.8%	9.1%	1.7%
Research associateship	9.8	1.1	1.6	1.4	11.9	19.1	22.8	3.2	1.2
Traineeship	1.1	0.4	0.5	0.6	1.3	1.5	1.1	1.8	0.5
Other	1.6	1.3	0.5	1.3	0.8	3.8	0.8	1.2	1.4
Planned postdoctoral employment									
Educational institution	39.5	69.3	75.6	66.8	22.2	17.9	20.0	38.6	55.5
Industry or business	14.0	4.6	8.0	5.4	35.5	8.0	21.8	12.8	7.9
Government	5.7	1.9	1.5	6.0	7.0	6.1	4.0	8.8	5.3
Non-profit organization	3.9	4.1	0.9	4.3	1.4	2.1	0.6	9.1	14.0
Other or unknown	3.6	3.8	2.1	4.5	2.8	2.9	2.2	5.7	4.3
Postdoctoral status unknown	9.0	9.6	8.7	8.1	10.9	7.4	9.1	9.7	8.1
Primary postdoctoral employment activity									
Research and development	28.6%	8.3%	34.4%	5.8%	65.2%	44.9%	56.6%	23.1%	9.5%
Teaching	32.5	65.6	46.1	32.6	15.4	24.2	22.7	26.9	43.1
Administration	11.5	4.4	3.5	33.1	1.9	5.9	1.8	5.6	10.8
Professional services	12.5	4.8	2.5	10.8	5.9	12.0	4.9	31.0	17.0
Other	1.0	1.0	0.1	0.7	0.8	1.5	1.3	0.9	2.7
Unknown	14.0	16.0	13.3	17.1	10.9	11.5	12.7	12.5	16.7

[1] Includes degree categories not listed separately
[2] Excludes business and management, which is listed separately
[3] Figures cover only U.S. citizens

SOURCE: "SUMMARY REPORT 1990," NATIONAL RESEARCH COUNCIL

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Quote, Unquote

News Summary: Page A3

"Students talk about university campuses the way people used to talk about East Germany."

William J. Bennett: A5

"The smear tactics against Anita Hill were used to gain political advantage. I do think we need to separate the behavior our Senators displayed and what we hope will happen on college campuses."

Head of the American Association of University Women: A14

"The most ardent physicist would recognize that at this time there are opportunities in the biological sciences that just have to be captured."

Director of the Washington office of the American Physical Society: A25

"I don't see many movies. What could you possibly learn from a movie—and with a computer, for heaven's sake? But I have revised my judgment."

A professor of German involved in an interactive-videodisk program: A18

"Bricks and mortar don't hold a candle to it."

A professor on a college's new endowment for data-base access: A20

"We're being given these numbers on savings by the same people who tell us how much it will cost to build a B-1 bomber."

A director of financial aid: A26

"What we have been doing to increase new minority enrollment has simply not worked."

Chancellor of U. of Wisconsin at Madison: A37

"No single action could help U.S. competitors more. It will have the effect of diverting thousands of scholarship students from U.S. institutions."

A critic of a Treasury Dept. plan to tax foreign students' scholarships: A40

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Hate-Speech Code at U. of Wisconsin Voided by Court

Federal judge says policy violates First-Amendment rights

By MICHELE N-K COLLISON

A federal district judge has struck down a university hate-speech code, ruling that it violates students' First Amendment rights. The decision called into question a number of efforts by colleges nationwide to penalize students who use racist, sexist, and homophobic slurs against others.

The speech code, adopted by the Board of Regents of the University of Wisconsin two years ago, barred slurs or epithets that were based on a person's race, sex, religion, sexual orientation, disability, or ethnic origin. The code said students would be penalized if the slurs created a "hostile learning environment" for someone.

Discipline for 9 Students

The American Civil Liberties Union filed suit on behalf of one of the university's student newspapers, the *UWM Post*, and on behalf of several students who believed the code violated their constitutional right to free speech. Since adopting the code, the university has disciplined nine students for making derogatory remarks.

Several other institutions have enacted codes or issued statements in recent years to deal with a rise in violence and harass-

Continued on Page A37

A Mixed Message for Campuses Seen in Thomas Hearings

By LIZ McMILLEN

The wellspring of anger tapped by the Senate Judiciary Committee's hearings on Anita Hill's charges against Clarence Thomas may spur more women to challenge sexual harassment encountered in the classroom or the office. Just as many women, however, may refrain from voicing their discomfort for fear of being the victim of a smear campaign or labeled a false accuser.

That is what many legal experts and others who study sexual harassment are calling the conflicting message of the Thomas confirmation hearings, a message that left women on college and university campuses in turn encouraged and dismayed: encouraged by the public dialogue that had opened on a sensitive and relatively unexplored subject, and dismayed, they said, by the tactics used to discredit Ms. Hill.

"Part of the deep tragedy in this is that it is doing both positive and negative things," said Donna M. Jones, director of the office of affirmative action and compliance at the University of Wisconsin at

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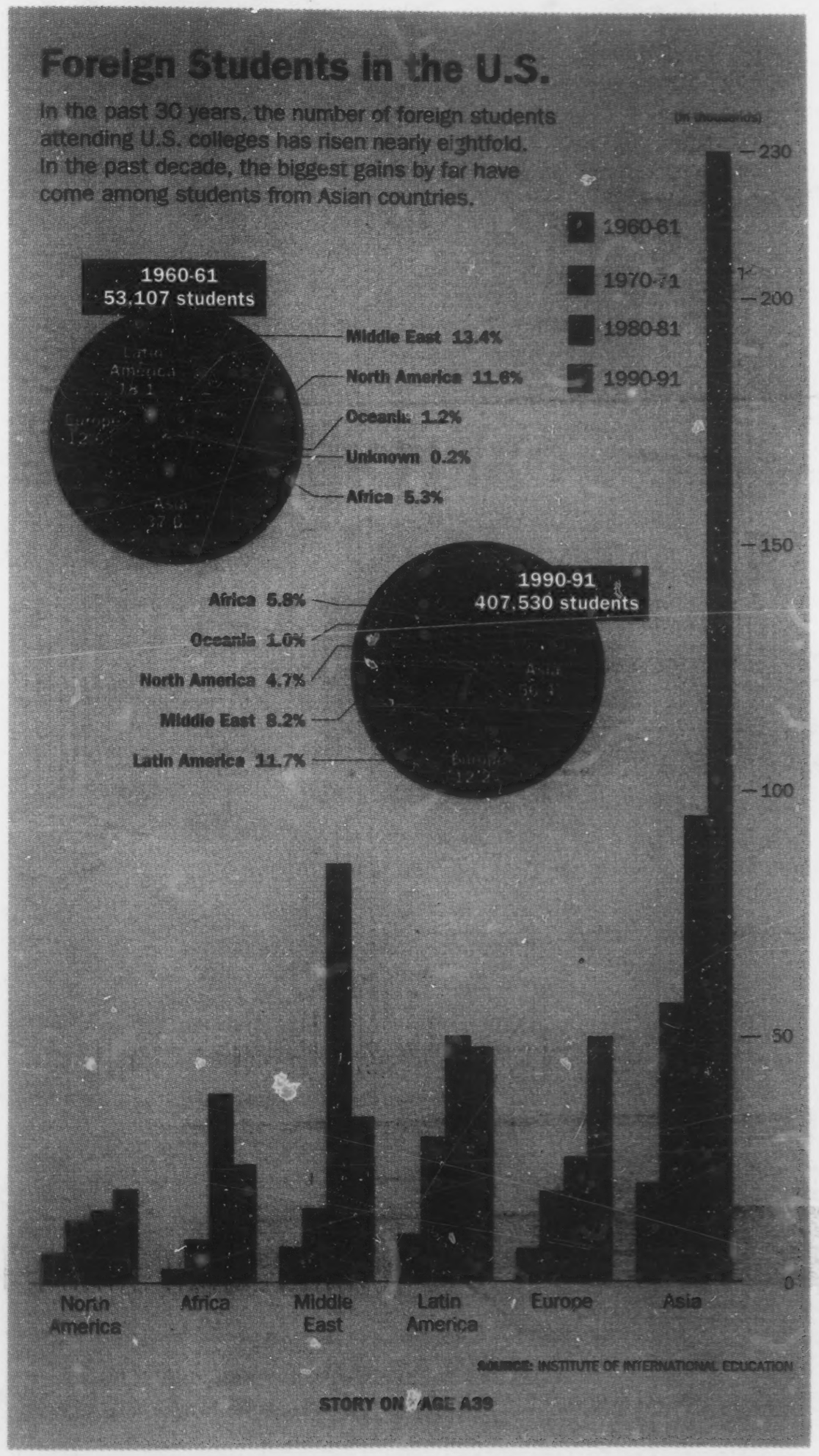

Sharp Rise Reported in Public-College Tuition; Rate of Increase Drops at Private Institutions

By JEAN EVANGELAUF

Public-college tuition rose sharply this year, but the rate of increase of private-college tuition slowed, the College Board reported last week.

The board said that tuition and required fees at public institutions had climbed at double-digit rates for the first time in nearly a decade. (A table listing tuition at 2,900 colleges begins on Page A31.)

For undergraduates at public four-year institutions, the average tuition this year is $2,137, up 12 per cent over last year. For students at public community colleges tuition averages $1,022, 13 per cent more than last year.

Donald M. Stewart, president of the College Board, said the economic recession "has had an impact on all sectors of education, public and private."

"Although we haven't seen double-digit increases for public institutions since 1983, many people expected them this year because of the widely publicized cuts in state budgets," Mr. Stewart said. He called the budget cuts "shortsighted and counterproductive" in light of what he said was a

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A panel of scientists says research on the disease is too narrowly focused: A7

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Interactive videodisks allow students to control a film as they watch it on a computer screen: A18

Personal & Professional Concerns

A MIXED MESSAGE ON SEX HARASSMENT
The Thomas hearings may encourage some women to press charges, but others may shy away: A1

END TO A SUIT OVER PHOTOCOPYING
Kinko's photocopying stores agree to pay a group of eight publishers nearly $1.9-million in settlement of a copyright-infringement case: A13

ILLUSTRATED 'TEXTBOOK' OF ALASKAN HISTORY
A comic book produced by two professors at the U. of Alaska is being used to teach junior-high students: A13

BENNETT IS BACK
In his first non-governmental position in a decade, the former Secretary of Education has picked up where he left off in his crusade against educational failings: A5

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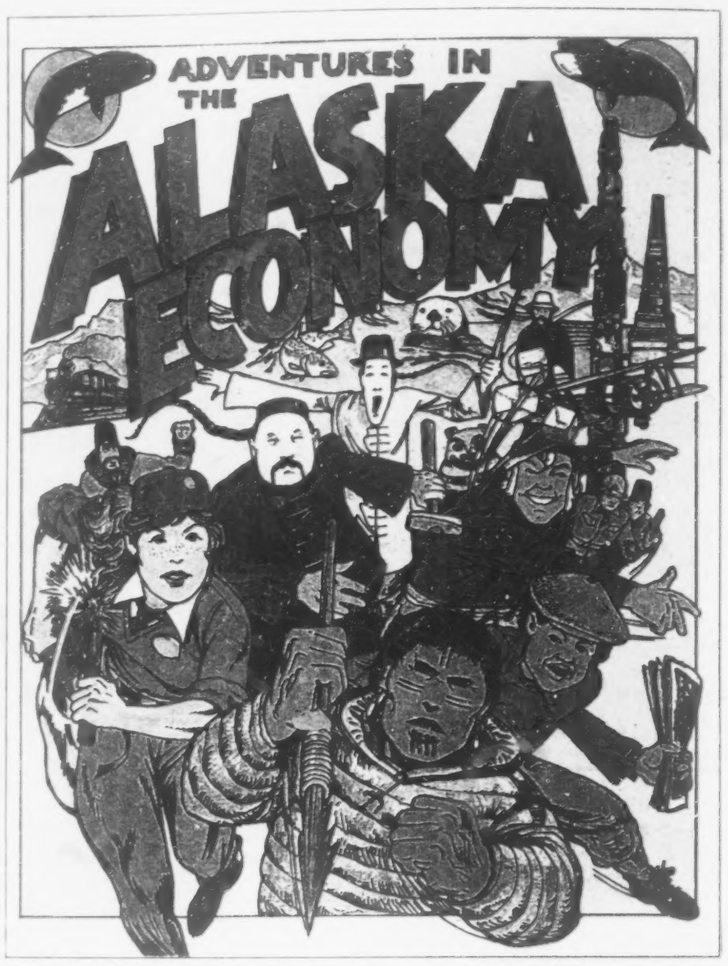
Developer of law test sues tutoring services: A4
University tells 26 people of AIDS threat: A4
Toxic fumes close buildings on two campuses: A5
Bookstore manager charged with stealing: A5



This comic book is helping junior-high-school students in Alaska learn about the economics of their state: A13

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DOUBLE-DIGIT RISE IN PUBLIC-COLLEGE TUITION
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SPAIN MOVES TO UPGRADE VOCATIONAL EDUCATION
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Russian archives may be available to U.S. scholars: A39
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MARGINALIA

News release from the University of the Ozarks:

"Tony Mariani, a 1990 graduate of University of the Ozarks, has been accepted to the Master of Fine Arts in Directing program at California Institute of the Arts. Located in Valencia, California, the institute was incorporated in 1961 as the first degree granting institution of higher learning in the U.S."

Harvard, eat your heart out!

■

Hot news in the Charleston (Ill.) *Times-Courier:*

REGISTRATION FOR
EIU WORKSOPS BEGINS

Save room for us!

■

A music archivist in the folklore department at Indiana University also works, according to the department's newsletter, for the Chicago Sympathy.

■

From the minutes of the Academic Affairs Committee in the College of Business and Public Administration at the University of Guam:

"Input is being solicited regarding after-school child care for the faculty."

After a hard day in class, goodness knows they need it.

■

From the "Police Blotter" column in the *Towerlight*, a student paper at Towson State University:

"A husband and wife were involved in an argument when the husband struck the wife. He was later arrested for assault and batter."

Waffles or pancakes?

■

Letter to Antioch College, from a correspondent in South Korea:

"It is a very pleasure for men to write a letter to you and ask about my mindful concerning as follow:

"1. One of my very educational person wants to gain an Honoary Doctor (Ph.D. for Education or others) from your school as possible.

"2. Frankly speaking, how much do he donates (Contributes) to your school?"

"3. If it is possible to award by your school, we have not hesitate to visit to your school in any times through a year. Of course, before we have to fnish the documents and payments a mount of donation.

. . .

"Please let me know above my concerning as soon as possible."

■

Notice in *The Academic Bulletin* at Lycoming College:

"The Art Department will sponsor a bus trip to New York on October 25, 21992."

We've marked our calendar.

—C.G.

In Brief

New York gives students bargaining rights

ALBANY—New York State's Public Employment Relations Board has ruled that the estimated 4,000 graduate and teaching assistants in the State University of New York System may form a collective-bargaining unit.

The three-member board overturned a four-year-old decision by the agency's director. The director had agreed with the university's position that the employment status of the graduate assistants was "dependent" on their student status and that they therefore had no right to bargain as employees. The Graduate Student Employees Union, which represents the students, appealed that decision.

The new board decision says the graduate students should be considered public employees with the right to bargain collectively. SUNY and state officials are reviewing the ruling and deciding whether or not to appeal.

Efforts by SUNY graduate students to form a union date back to 1979. The students, who affiliated with the Communication Workers of America (AFL-CIO) seven years ago, have sought higher stipends and university-paid health-insurance plans. ■

Morehouse gun policy revised after shooting

ATLANTA—Following an accidental shooting that left a campus security guard dead, Morehouse College has prohibited guards from carrying guns until they have completed state-certified training.

The shooting occurred as two uncertified guards were scuffling with an unruly student during a football game. One guard accidentally shot and killed the other. The student, who was also injured, was charged with simple battery and obstruction of a police officer.

Some members of the campus security force already are certified and will continue to carry weapons. Morehouse will pay for training for the guards who lack certification. ■

Students protest to retain university's historically black status

FRANKFORT, KY.—About 75 students at Kentucky State University took over the administration building for two days this month to protest a move by the Board of Regents to fire the president of the historically black institution.

John T. Wolfe, Jr., who has been president of Kentucky State for 15 months, has been fighting with the regents over several issues, including the reappointment of three administrators who have worked on the campus for years.

The students protested because they want to preserve the university's status as a historically black institution and fear that if Mr. Wolfe is fired, the regents will move to change that mission.

Last month the regents fired the three administrators and canceled Mr. Wolfe's inauguration. The regents also began a hearing process that could lead to Mr. Wolfe's ouster. ■

U.S. NAVAL ACADEMY

Midshipman quizzes Cheney on homosexuals

ANNAPOLIS, MD.—Defense Secretary Dick Cheney this month defended the Defense Department's policy of discharging homosexuals from the military after a midshipman at the United States Naval Academy questioned him about the issue.

The midshipman, Ernest Miller, asked Mr. Cheney (*above*) about the military's ban on gay people after the Secretary gave a lecture about leadership in the armed forces.

In response to the question, Mr. Cheney said: "I think the current policy, difficult as it is, is about right and can be justified based primarily upon the proposition that we shouldn't take any step that detracts or undermines the overall fighting effectiveness and military capability of the force."

The midshipmen gave Mr. Cheney a standing ovation after he defended the policy. An academy spokesman said that after Mr. Cheney's speech, academy officials talked to Mr. Miller about the "tone" of his comments. Mr. Miller declined to comment. ■

Law-test maker sues tutoring services

PHILADELPHIA—The maker of the Law School Admissions Test has sued two tutoring services, claiming they had used copyrighted material from the test without permission.

The suits have been filed in federal court against College Bound, Inc., a Florida-based company that owns Ronkin Educational Group, and LSAT Intensive Review of Austin, Tex.

Law School Admissions Service, Inc., maker of the LSAT, claims in the suits that the organizations used questions from copyrighted LSAT's, modifying them slightly and including them in their course materials. The suit seeks injunctions against the copying of LSAT questions, and unspecified damages.

Spokesmen for the tutoring services denied any wrongdoing, saying their course materials, while intended to simulate actual test questions, were the product of original work. ■

University notifies patients of AIDS threat

SAN ANTONIO—Officials of the University of Texas Health Science Center told 26 people this month that they had been treated by a dental student who has tested positive for the AIDS virus.

The dental student voluntarily stopped treating patients after revealing he had tested positive for AIDS. Health-care workers in Texas are required to tell patients if they have the virus. The Texas student treated 52 patients at the university's dental clinics. The institution sent registered letters offering free AIDS testing and counseling to the 26 patients who had undergone invasive procedures, such as tooth extraction, which could put patients at risk for exposure to the disease.

The dental student, whom the university will not identify, took precautions when he worked with patients, including using gloves, a mask, goggles, and sterilized equipment. ■

Corrections

The *Chronicle* Almanac (August 28) contained several errors:

■ The salary of Steven C. Beering, president of the main campus of Purdue University, was incorrectly listed as $165,000. It is $160,000.

■ The Delaware entry included an incorrect figure for the number of campuses in the Delaware Technical and Community College system. The system has four campuses.

■ The Pennsylvania entry incorrectly characterized the enrollment-management policy that the State System of Higher Education adopted in July. The policy is designed to keep enrollment close to current levels.

■ The South Dakota entry stated that community colleges in the state were tribally controlled. South Dakota also has private and locally controlled two-year institutions. ■

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Business & Philanthropy

Colleges and Universities Got Lion's Share of Money Companies Gave to Education in 1990

Estimates of Corporate Gifts to Education, 1978-1990

	Total corporate contributions	1-year change	As per cent of pretax net income	As per cent of all giving by corporations
1978	$ 587,000,000	+13%	0.25%	37%
1979	703,000,000	+20	0.27	37
1980	825,000,000	+17	0.35	38
1981	1,014,000,000	+23	0.45	38
1982	1,243,000,000	+23	0.73	39
1983	1,396,000,000	+12	0.67	38
1984	1,643,000,000	+18	0.68	38
1985	1,880,000,000	+14	0.84	39
1986	2,048,000,000	+ 9	0.92	40
1987	2,141,000,000	+ 5	0.78	39
1988	2,194,000,000	+ 2	0.69	39
1989	2,345,000,000	+ 7	0.76	40
1990	2,400,000,000	+ 2	0.79	40

SOURCE: COUNCIL FOR AID TO EDUCATION

By KAREN GRASSMUCK

Corporations contributed about $2.4-billion to schools, colleges, and universities in 1990, according to the Council for Aid to Education. That figure represents modest growth over 1989, when corporations gave about $2.35-billion.

Higher education received the lion's share of those contributions, an estimated $1.73-billion in 1990, up from $1.69-billion in 1989.

The council found continued evidence of increased corporate support for elementary and secondary schools, which has climbed from 3 per cent of the corporations' support of education in 1961 to about 11 per cent in 1990, or $264-million.

The estimates are part of the 17th annual Survey of Corporate Contributions, sponsored jointly by the council and the Conference Board, an international group of more than 20,000 corporate chiefs and other senior executives in 50 nations.

Total corporate gifts to all charitable causes in the United States rose 2 per cent in 1990 to an estimated $6-billion, up from $5.86-billion in 1989, the survey found.

That increase marks the third year of slow growth in corporate contributions, following increases of 2 per cent in 1988 and 4 per cent in 1989, survey officials said.

The officials noted that the overall trend in corporate giving to education corresponded closely with the trend in giving to all causes, with strong growth between 1976 and 1985 and slow growth since.

Hovering at 39%

Education as a proportion of total contributions is estimated to have climbed from 36 per cent in 1961 to 39 per cent in 1985, where it has hovered since, the officials noted.

The council also projected that 1991 contributions to all philanthropy, including education, would show little increase over 1990.

In their struggle to provide reliable estimates of corporate gifts to education, council officials this year dramatically revised their estimates of corporate support of education for the past 30 years, in some cases making dramatic changes. For example, while the council estimated last year that corporate gifts to education had topped $780-million in 1978, this year they estimated that such gifts in that year had reached only $587-million (see table).

Allocations of Gifts to Education From 326 Corporations in 1990

	Amount	Percentage of total
Higher education		
Unrestricted operating, capital departmental, research, and student-aid grants and grants via consortia	$306,270,000	56.2%
Matching gifts	119,344,000	21.9
Pre-college education		
Public and private school support and other	50,609,000	9.3
Matching gifts	8,381,000	1.5
Other educational programs		
Education-related organizations	32,671,000	6.0
Scholarships and fellowships	27,915,000	5.1
Total allocated	545,190,000	100.0
Unallocated	228,155,000	
Total	**$773,345,000**	

SOURCE: COUNCIL FOR AID TO EDUCATION

'Conservative' Interpretation

David R. Morgan, director of research at the council, said the new estimates of corporate gifts to education resulted from his "more conservative" interpretation of the two sources of information that the council uses to make its estimates—an annual survey of corporations and an annual survey of about 1,100 higher-education institutions conducted by the council.

Unlike the practice in previous years, "now, I'm attaching much greater weight to the voluntary-support-of-education survey results," said Mr. Morgan, who assumed the position of research director in 1989.

"There's a difference in the way companies value the gifts they give and the way institutions value gifts they receive," he explained.

The council has also revised its estimates of corporate giving to all non-profit activities, Mr. Morgan said. Although in past years those numbers were based exclusively on data reported by corporations to the Internal Revenue Service, the council based the estimates in this year's survey on a "consolidated" figure that attempts to portray charitable contributions as they actually flow from corporations and their foundations during the year.

The chief reason for making that change, Mr. Morgan said, is that the IRS figures include money that corporations give to their foundations. In many cases, that money may not have been distributed to philanthropic causes, he added.

The new figures are a "more useful and more meaningful way to track the amount of money" actually flowing to the non-profit world, he said.

The complete report, "Corporate Support of Education 1990," will be available for $10 in late November from the Council for Aid to Education, 51 Madison Avenue, Suite 2200, New York 10010. ■

Retired UPS Executive Gives $36-Million to Help Needy Students Attend College

DELRAY BEACH, FLA.

A retired executive of the United Parcel Service, who built a $70-million fortune even though his salary never topped $14,000, is giving $36-million to four educational institutions and two scholarship funds.

Theodore R. Johnson said he wanted to help needy students attend college, especially those from middle-class families who might not qualify for federal aid. He also said he wanted to support American Indian students and the deaf.

Course on Free Enterprise

The largest share of Mr. Johnson's gift, $14.4-million, will go to Palm Beach Atlantic College. Mr. Johnson reportedly liked the college's requirement that every student take a course in free enterprise. The next-largest part of Mr. Johnson's gift involves a $7.2-million scholarship fund for children of UPS employees in Florida.

The American Indian College Fund will receive $3.6-million, the largest donation ever to the fund. Also receiving $3.6-million each are Gallaudet University, the Florida School for the Deaf and Blind, and a scholarship fund for disadvantaged children in Florida. Mr. Johnson has established a foundation to distribute the $36-million.

When he retired from the United Parcel Service in 1952, Mr. Johnson was earning $14,000 a year as vice-president for industrial relations. During his time at the company, he also had bought shares of UPS stock, which were worth about $700,000 when he retired. Over the years, the value of Mr. Johnson's stock grew.

Mr. Johnson made a gift to Palm Beach Atlantic College in the early 1980's, after he visited Donald D. Warren, a cardiologist and chairman of the college's board of trustees. According to Greg Hodnett, the college's director of public relations, Dr. Warren noticed that Mr. Johnson was dressed in a plaid shirt and khaki pants and mistakenly thought Mr. Johnson would need help to pay his medical bill. Dr. Warren recommended that he pay a lower rate.

"Mr. Johnson was quite taken by that, and he immediately sent him a $200 check and told the doctor to direct it to the college," Mr. Hodnett said. After that, Mr. Johnson and his wife, Vivian, gave $2,000 to the college and later UPS stock now worth $3-million.

—LIZ McMILLEN

Head of Computer-Software Giant Gives U. of Wash. $12-Million

SEATTLE

William H. Gates, III, founder and chief executive officer of the Microsoft Corporation, has donated $12-million to the University of Washington to create a department of molecular biotechnology at its medical school.

Mr. Gates's gift is the largest ever made to the university by an individual, topping the $11-million given in 1988 by Paul Allen, another Microsoft founder, for a new library building.

Mr. Gates, who is 35 years old, started Microsoft in 1975 after dropping out of Harvard University. *Forbes* magazine recently called him the second-wealthiest person in the United States, estimating his personal fortune at $4.8-billion, most of it in Microsoft stock. His mother, Mary Gates, is a member of the university's Board of Regents and of the board of the University of Washington Medical Center, the university's teaching hospital. Mr. Gates did not attend the university, but grew up in Seattle.

Molecular biotechnology is an emerging field that combines biology, applied mathematics, applied physics, and computer science to develop tools to study basic life functions at the molecular level.

The university will use the money in part to hire Leroy Hood, an internationally renowned biotechnologist at the California Institute of Technology. Mr. Hood will hold the William H. Gates, III, Endowed Chair in Biomedical Sciences. Mr. Hood is credited with several inventions and innovations that have permitted advanced research into the immune system and such autoimmune diseases as rheumatoid arthritis and multiple sclerosis.

The university will also spend $2-million to start a venture-capital fund for scientists in molecular biotechnology. —PETER MONAGHAN

PRIVATE SUPPORT

Foundation Grants

HOUSTON ENDOWMENT
P.O. Box 52338, Houston 77052
Support. For a new library, for scholarships, and for a concert hall: $2.1-million to Baylor U.

WHITTIER FOUNDATION
1260 Huntington Drive
South Pasadena, Cal. 91030
Seismic data. For the advanced geophysical observatory: $990,820 to California Institute of Technology.

Gifts & Bequests

American Graduate School of International Management. For support of programs: computer equipment and cash valued at $747,609 from International Business Machines Corporation.
College of Idaho. For music programs in conjunction with the Boise Philharmonic: $2-million from Gladys Langroise.
Harvard University. For fellowships in the Department of Biological Chemistry and Molecular Pharmacology in the medical school: $500,000 from Merck & Company.
Marshall University. For the Robert C. Byrd Institute For Advanced Flexible Manufacturing Systems: computer equipment and software valued at $3.5-million from Digital Equipment Corporation.
Middlebury College. For support of programs: $2.9-million from the Class of 1941.
Pfeiffer College. For scholarships: $500,000 from Helen Dietrich Renger and the estate of John F. Renger, Sr.
Roanoke College. For a professorship in business administration: $1-million from Francis T. West.
Rockefeller University. For postdoctoral fellowships: $600,000 from Merck & Company.
Swarthmore College. For support of programs: $5-million from James Michener.
University of California at Davis. For the tomato-genetics resource center: $100,000 each from Carnation Company and Tri Valley Growers and $125,000 from Beatrice/Hunt Wesson.
University of Southern California. For research on gastrointestinal cancer: $100,000 from Mr. and Mrs. Samuel Kobert.
University of Tennessee at Martin. For the library and for scholarships: $100,000 from Grace Morrow Bryan.
University of the Pacific. For scholarships: $1.5-million from the estate of Susie R. Freeman.

Note Book

The Dallas County Community College District is offering students who are in vocational or academic-transfer programs a guarantee: If, after graduating, they need more training for their first job or additional credits to transfer to a four-year institution, they can take the courses they need—free.

The guarantee program begins in the spring. It applies to any student who earns an Associate of Applied Science degree or who has completed courses in a transfer plan that has been approved by community-college counselors.

Students who complete the 60-credit transfer plan are guaranteed that their units will be accepted by a four-year institution in the Dallas area. If a four-year institution rejects any courses in the plan, students may take the additional courses they need, tuition free.

Similarly, a vocational graduate who finds a full-time job directly related to his or her field of study may take up to nine units tuition free if an employer decides the student lacks entry-level skills.

William Wenrich, the district's chancellor, says his institutions already are doing an excellent job of educating and training students, "but in the rare instance where we're not, we're ready to make it right."

■

Jean LaMarre, who has been criticized for lavish spending on limousines and hotel rooms in his position as chairman of the student government at the City University of New York, has won re-election by a two-vote margin.

The vote of 19 to 17 by delegates of the Student Senate is subject to certification by the Student Election Review Committee. The vote allows Mr. LaMarre to serve for another year.

Kim Ray, president of the Day Student Government at Hunter College and an opponent of Mr. LaMarre, said she planned to appeal the election results to the review committee. Some students charged that ballots had been mishandled.

■

Students at George Washington University have formed a group to fight "political correctness" on the campus.

The group, the Politically Incorrect Student Society, was organized this month because its 50 members said they were fed up with attacks on Western culture from members of minority groups and from women. Those in the group also say that campus anti-harassment codes barring racist, sexist, and homophobic slurs violate the right to free speech.

"We don't agree with what all students say on campus," says Scott Lauf, vice-president of the organization. "But we believe they have a right to say whatever they want to say, even if it's offensive." The group hopes to form additional chapters of the organization on campuses nationwide.

Students

Recession Blamed for Big Tuition Increase as Colleges Struggle to Offset Budget Cuts

Continued From Page A1

growing need for a well-educated work force.

College officials pointed to retrenchment and competitive pressures to explain why tuition at private four-year colleges had risen 7 per cent this year—to $10,017—compared with an 8-per-cent increase last year and a 9-per-cent rise the year before that.

Richard F. Rosser, president of the National Association of Independent Colleges and Universities, said he was "relieved" that private institutions had again slowed the pace of increases. In recent years, college presidents have trimmed their budgets by reducing their staffs and keeping faculty-salary increases to a minimum, he said.

The scramble to maintain enrollment also played a role in slowing the tuition spiral at private colleges, Mr. Rosser said. "All schools are worried about pricing themselves beyond the competition," he said. "They're facing a huge subsidized public sector, enrolling almost 80 per cent of the students, so they have to think about what the competition is charging."

As it has since the early 1980's, college tuition outpaced the rate of inflation. For the 12 months ending in September, inflation as measured by the Consumer Price Index was 3.4 per cent.

The College Board said in its survey report that average room-and-board charges were up 6 per cent this year at all types of institutions, and range from a low of $3,351 at public four-year colleges to a high of $4,386 at private four-year institutions.

The average total cost of attending a public four-year college this year is $7,584 for students who live in campus housing and $6,036 for commuter students. Those costs include tuition, fees, food, housing, books, transportation, and other expenses.

Year-by-Year Changes in Tuition and Fees at 4-Year Institutions

	Public	Private
1981-82	+16%	+13%
1982-83	+20	+13
1983-84	+12	+11
1984-85	+ 8	+ 9
1985-86	+ 9	+ 8
1986-87	+ 6	+ 8
1987-88	+ 6	+ 8
1988-89	+ 5	+ 9
1989-90	+ 7	+ 9
1990-91	+ 7	+ 8
1991-92	+12	+ 7

Note: Beginning in 1987-88, data are weighted by enrollment.

SOURCE: THE COLLEGE BOARD

Average College Costs This Year

	Public colleges: Resident	Public colleges: Commuter	Private colleges: Resident	Private colleges: Commuter
4-year colleges				
Tuition and fees	$2,137	$2,137	$10,017	$10,017
Books and supplies	485	485	508	508
Room and board*	3,351	1,468	4,386	1,634
Transportation	464	793	470	795
Other	1,147	1,153	911	1,029
Total	$7,584	$6,036	$16,292	$13,983
2-year colleges				
Tuition and fees	$1,022	$1,022	$5,290	$5,290
Books and supplies	480	480	476	476
Room and board*	—	1,543	3,734	1,529
Transportation	—	902	519	786
Other	—	966	895	925
Total	—	$4,913	$10,914	$9,006

Note: The figures are weighted by enrollment to reflect the charges incurred by the average undergraduate enrolled at each type of institution.

* Room not included for commuter students

— Insufficient data

Range of Tuition at 4-Year Colleges

	Number of colleges	Average tuition and fees	Proportion of total enrollment
Private institutions			
$15,000 or more	73	$16,141	12.9%
14,000 — 14,999	30	14,404	3.2
13,000 — 13,999	25	13,522	2.8
12,000 — 12,999	44	12,459	4.4
11,000 — 11,999	63	11,431	6.0
10,000 — 10,999	96	10,448	9.2
9,000 — 9,999	120	9,462	13.7
8,000 — 8,999	130	8,438	9.7
7,000 — 7,999	132	7,482	8.7
6,000 — 6,999	129	6,474	9.1
5,000 — 5,999	99	5,449	6.3
4,000 — 4,999	94	4,467	4.4
3,000 — 3,999	90	3,479	3.0
2,000 — 2,999	55	2,512	6.0
1,000 — 1,999	12	1,602	0.3
Less than $1,000	6	440	0.3
Total	1,198	—	100.0%
Public institutions			
$3,000 or more	60	$3,672	11.1%
2,500 — 2,999	54	2,738	10.9
2,000 — 2,499	113	2,263	23.8
1,500 — 1,999	148	1,754	26.6
1,000 — 1,499	128	1,275	25.0
Less than $1,000	18	753	2.6
Total	521	—	100.0%

Note: Includes only those institutions that provided final or estimated 1991-92 tuition and fees by September 10, 1991.

SOURCE: THE COLLEGE BOARD

30 States Had Mid-Year Cuts

For undergraduates at private four-year colleges, the average total cost is $16,292 for those who live on the campus and $13,983 for commuters.

The average total cost for commuter students at public two-year colleges is $4,913. Community-college students typically do not live in campus housing.

For students at private two-year colleges, tuition averages $5,290, up 6 per cent over last year. The average total budget at such colleges is $10,914 for resident students and $9,006 for commuters.

The cost figures are weighted by enrollment to reflect the charges that the average student faces.

The average public four-year college charges out-of-state students an additional $3,309 for tuition, while the average public two-year college charges such students an additional $2,396. Those figures are not weighted by enrollment.

The large increases in public-college tuition reflect the financial hardships that state colleges have experienced over the last academic year. In 1990-91, 30 states made mid-year cuts in their higher-education budgets, with the average cut amounting to a 3.9-per-cent loss in funding (*The Chronicle*, June 26).

Bleak Prospects This Year

Last year the increase in tax support to higher education dropped to its lowest level in 30 years, and the prospects for this year are bleak. According to figures compiled by the Center for Higher Education at Illinois State University, state appropriations for 1991-92 are expected to remain at last year's level of about $40-billion.

This year's steep rise in community-college tuition has "the potential of shutting the door to higher education for some disadvantaged individuals," said David Pierce, president of the American Association of Community and Junior Colleges. He called on state-government officials to increase spending on two-year colleges.

The College Board's cost statistics are based on figures from 2,242 colleges and universities.

The board also calculated unweighted tuition figures to indicate what the average college charges. By that analysis, the average tuition rose 14 per cent at public four-year colleges, to $2,043. At private four-year institutions, the average unweighted tuition rose 7 per cent, to $8,353. ■

FACT FILE: 1991-92 Tuition and Fees at More Than 2,900 Colleges and Universities

The following table shows the tuition and required fees charged undergraduates at more than 2,900 colleges and universities in the 1990-91 and 1991-92 academic years—including, for 1991-92, the additional tuition that many institutions charge out-of-state students.

An asterisk indicates that an institution provided estimated figures. The designation "n/a" indicates that comparable 1990-91 figures were not available.

The figures were collected by the College Board in its "Annual Survey of Colleges 1991," and the tuition report was prepared by the board's College Scholarship Service. (Copyright © 1991 by the College Entrance Examination Board. All rights reserved.)

	1990-91	1991-92	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
ALABAMA			
Alabama A&M U	$1,248	$1,298	$988
Ala Aviation and Tech C	645	945	675
Alabama Christian Sch of Religion	n/a	4,505	0
Alabama St U	1,268	1,268	1,160
Athens St C	1,125	1,350	1,305
Auburn U			
Main campus	1,476	1,596	3,192
Montgomery	1,317	1,428	2,856
Bessemer St Tech C	609	885	607
Birmingham-Southern C	8,999	9,649	0
Bishop St CC	667	1,110	765
Brewer St JC	646	984	738
Central Alabama CC			
Alexander City	645	645	450
Childersburg	705	1,114	557
Chattahoochee Valley CC	645	1,095	675
Concordia C	3,170	3,176	0
Douglas MacArthur St Tech C	610	912	600
Draughons JC Montgomery	3,925	3,925	0
Enterprise St JC	645	645	450
Faulkner U	4,335	4,530	0
Gadsden St CC	615	990	675
George Wallace St CC Dothan	600	1,005	675
George Wallace St CC Selma	645	885	608
Harry M Ayers St Tech C	610	900	675
Hobson St Tech C	645	1,035	450
Huntingdon C	5,860	6,500	0
International Bible C	2,575	2,575	0
J F Drake St Tech C	645	1,200	690
Jacksonville St U	1,320	1,420	710
J H Faulkner St JC	645	795	600
Jefferson Davis St JC	645	900	606
Jefferson St CC	675	1,075	743
John C Calhoun St CC	645	798	540
John M Patterson St Tech C	600	945	709
Judson C	4,370	4,750	0
Lawson St CC	633	951	606
Livingston U	1,524	1,695	0
Lurleen Wallace St JC	645	1,068	720
Marion Military Inst	5,325	5,680	0
Miles C	3,760	3,760	0
Mobile C	4,730	4,730	0
National Ed Ctr Birmingham	4,715	4,715	0
Northeast Alabama St JC	600	766	700
Northwest Alabama CC	600	1,000	450
Oakwood C	5,595	5,925	0
Patrick Henry St JC	645	1,053	675
Reid St Tech C	634	836	587
Samford U	6,000	6,540	0
Selma U	2,275	2,275	0
Shelton St CC	645	645	450
Shoals CC	645	657	450
Snead St JC	605	774	546
Southeastern Bible C	3,790	3,790	0
Southern JC	3,900	4,150	0
Southern Union St JC	645	900	608
Southwest St Tech C	645	990	743
Spring Hill C	9,230	10,153	0
Stillman C	3,550	7,000	0
Talladega C	4,307	4,373	0
Trenholm St Tech C	645	1,125	844
Troy St U			
Main campus	1,395	1,470	702
Dothan	1,419	1,575	702
Montgomery	1,270	1,370	675
Tuskegee U	5,800	6,250	0
U of Alabama			
Tuscaloosa	1,810	1,936	2,864
Huntsville	2,019	2,139	2,139
U of Montevallo	1,834	1,954	1,830
U of North Alabama	1,224	1,296	552
U of South Alabama	1,797	1,983	600
Walker C	1,928	1,996	0
Walker St Tech C	614	975	675
Wallace St CC Hanceville	603	990	675
ALASKA			
Alaska Bible C	$2,370	$2,370	$0
Alaska Pacific U	6,330	6,330	0
Sheldon Jackson C	5,357	5,960	0
U of Alaska Sys			
Anchorage	1,166	1,398	2,600
Fairbanks	1,512	1,790	2,600
Southeast	1,112	1,330	2,600
Prince William Sound CC	930	1,138	2,600
ARIZONA			
American Indian Bible C	$2,842	$2,842	$0
Arizona C of the Bible	4,090	4,370	0
Arizona St U	1,540	1,590	5,406
Arizona Western C	660	690	4,272
Central Arizona C	570	570	3,630
Cochise C	680	690	3,630
DeVry Inst of Tech Phoenix	4,745	5,015	0
Eastern Arizona C	600	600	3,124
Embry-Riddle Aeronautical U Prescott	5,790	6,310	0
Grand Canyon U	4,910	6,330	0
ITT Tech Inst Phoenix	11,092	11,092	0
ITT Tech Inst Tucson	11,017	11,017	0
Lamson JC	4,050	4,275	0
Maricopa Co CC Dist			
Gateway CC	720	780	3,750
Glendale CC	720	780	3,750
Mesa CC	720	780	3,750
Paradise Valley CC	n/a	780	3,750
Phoenix C	720	780	3,750
Rio Salado CC	720	780	3,750
Scottsdale CC	720	780	3,750
South Mountain CC	720	780	3,750
Mohave CC	490	510	2,930
National Ed Ctr Arizona Automotive Inst	7,465	7,465	0
Navajo CC	380	600	0
Northern Arizona U	1,540	1,590	4,652
Northland Pioneer C	192	360	1,890
Pima CC	528	576	3,150
Prescott C	7,505	8,105	0
Southwestern C	4,320	4,620	0
U of Arizona	1,540	1,590	5,406
U of Phoenix	5,048	5,328	0
Western International U	3,250	4,230	0
Yavapai C	590	620	4,160
ARKANSAS			
Arkansas Baptist C	$1,670	$1,670	$0
Arkansas St U			
Main campus	1,410	1,410	1,250
Beebe	850	850	570
Arkansas Tech U*	1,260	1,260	1,200
Capital City JC	5,760	5,470	0
Central Baptist C	2,025	2,025	0
East Arkansas CC	552	552	372
Harding U	4,600	5,205	0
Henderson St U	1,220	1,220	1,200
Hendrix C	6,653	7,153	0
John Brown U	4,980	5,490	0
Mississippi County CC	648	720	1,224
Ouachita Baptist U	4,870	5,370	0
Philander Smith C*	2,350	2,350	0
Phillips County CC	600	600	480
Rich Mountain CC	580	580	1,242
Shorter C	1,860	1,860	0
Southern Arkansas U			
Main campus	1,080	1,202	708
El Dorado	720	792	408
Tech	720	792	408
U of Arkansas			
Main campus	1,598	1,732	2,736
Little Rock	1,570	1,815	2,550
Med Sciences	1,548	1,632	2,472
Monticello	1,410	1,500	1,824
Pine Bluff	1,355	1,570	1,824
U of Central Arkansas*	1,290	1,290	1,260
U of the Ozarks	3,010	3,520	0
Westark CC	672	672	888
Williams Baptist C	2,938	3,110	0
CALIFORNIA			
Acad of Art C	$7,560	$7,560	$0
Allan Hancock C	118	138	3,060
American Acad of Dramatic Arts West	6,675	7,175	0
American Armenian International C	10,150	11,340	0
Antelope Valley C	100	120	3,060
Antioch Southern California			
Los Angeles	7,020	7,500	0
Santa Barbara	6,375	6,750	0
Armstrong C	5,670	6,795	0
Art Ctr C of Design	10,172	10,785	0
Art Inst of Southern Cal	n/a	7,700	0
Azusa Pacific U	8,900	9,700	0
Barstow C	100	120	3,060
Bethany Bible C	5,850	6,210	0
Biola U	9,172	9,902	0
Brooks C	5,710	5,710	0
Brooks Inst of Photography	5,450	6,050	0
Butte C	155	215	3,060
Cabrillo C	169	162	3,030
California Baptist C	5,445	6,390	0
California C for Health Sciences	5,895	5,895	0
Cal C of Arts and Crafts	9,760	10,900	0
California Inst of Tech	13,489	14,310	0
California Inst of the Arts	11,250	12,250	0
California Lutheran U	9,450	9,950	0
California Maritime Acad	1,175	1,391	3,477
California St U Sys			
Poly St U San Luis Obispo	1,025	1,181	7,380
St Poly U Pomona	856	1,012	7,380
Bakersfield	912	1,067	7,380
Chico	914	1,066	7,380
Dominguez Hills	876	1,027	7,380
Fresno	942	1,070	7,380
Fullerton	952	1,108	7,380
Hayward	896	1,051	7,380
Long Beach	892	1,046	7,380
Los Angeles	890	1,046	7,380
Northridge	972	1,128	7,380
Sacramento	892	1,048	7,380
San Bernardino	933	1,068	7,380
San Marcos	n/a	1,096	7,380
Stanislaus	698	1,072	7,380
Humboldt St U	939	1,075	7,380
San Diego St U	962	1,118	7,380
San Francisco St U	900	1,052	7,380
San Jose St U	978	1,130	7,380
Sonoma St U	928	1,074	7,380
Central Cal Commercial C	4,975	5,400	0
Cerritos CC	100	96	3,084

	1990-91	1991-92	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
CALIFORNIA—Continued			
Chabot C	$100	$120	$3,150
Chaffey CC	102	102	3,060
Chapman C	11,910	12,975	0
Charles R Drew U	2,500	2,500	0
Christ C Irvine	7,995	8,790	0
Christian Heritage C	6,484	6,800	0
Citrus C	115	167	3,000
City C San Francisco	100	120	3,240
Claremont McKenna C	13,850	14,810	0
Coast CC Dist			
Coastline CC	104	124	3,060
Golden West C	115	135	3,060
Orange Coast C	131	155	3,060
Cogswell Polytech C	6,280	6,280	0
Coleman C	7,665	8,093	0
C of Notre Dame	9,240	10,165	0
C of Oceaneering	7,500	10,500	0
C of the Canyons	100	120	3,060
C of the Desert	115	120	3,060
C of the Redwoods	100	120	2,970
C of the Sequoias	115	120	3,060
C of the Siskiyous	115	135	3,060
Columbia C Hollywood	4,500	5,250	0
Compton CC	106	120	3,060
Contra Costa C	102	122	3,150
Crafton Hills C	115	135	3,395
Cuesta C	150	170	3,060
D-Q U	3,040	3,040	0
Deep Springs C	0	0	0
DeVry Inst of Tech	4,745	5,015	0
Diablo Valley C	102	122	3,150
Dominican C of San Rafael	9,420	10,390	0
Dominican Sch of Philosophy and Theology	4,515	4,815	0
Don Bosco Tech Inst	3,465	3,700	0
El Camino C	100	135	3,360
Fashion Inst of Design and Merchandising			
Los Angeles	9,015	9,545	150
San Francisco	9,015	9,545	150
Feather River C	125	135	2,940
Foothill-De Anza CC Dis.			
De Anza C	190	176	3,195
Foothill C	151	180	3,195
Fresno Pacific C	7,650	8,356	0
Gavilan CC	127	127	3,000
Glendale CC	125	145	3,060
Golden Gate U	4,812	5,394	0
Grossmont-Cuyamaca CC Dist			
Cuyamaca C	125	145	3,060
Grossmont CC	115	135	3,180
Hartnell C	100	120	3,060
Harvey Mudd C	13,750	14,910	0
Heald Business C Rohnert Park	4,950	5,400	0
Heald Business C Sacramento	4,975	5,850	0
Heald Business C San Jose	4,975	5,850	0
Heald Business C Walnut Creek	4,950	6,300	0
Heald Inst of Tech	4,975	6,325	0
Hebrew Union C	6,000	6,000	0
Holy Names C	8,510	9,256	0
Humphreys C	3,738	4,052	0
Imperial Valley C	100	120	3,060
ITT Tech Inst Sacramento	6,082	6,659	0
John F Kennedy U	4,770	6,543	0
Kelsey-Jenney Business C	5,975	5,975	0
Kern CC Dist			
Bakersfield C	120	145	3,060
Cerro Coso CC	100	120	3,060
Porterville C	120	130	2,880
La Sierra U	9,360	10,050	0
Lake Tahoe CC	106	129	3,645
Lassen C	110	130	3,060
LIFE Bible C	4,110	4,340	0
Long Beach City C	120	134	3,060
Los Angeles CC Dist			
East Los Angeles C	150	170	3,360
Los Angeles City C	100	120	3,360
Los Angles Harbor C	100	120	3,360
Los Angles Mission C	100	120	3,360
Los Angeles Pierce C	100	120	3,360
Los Angeles Southwest C	100	120	3,060
LA Trade-Tech C	100	120	3,360
Los Angeles Valley C	100	120	3,360
West Los Angeles C	100	120	3,060
Los Rios CC Dist			
American River C	100	120	3,060
Cosumnes River C	100	120	3,060
Sacramento City C	100	120	3,060
Los Medanos C	102	122	3,180
Louise Salinger Acad of Fashion	11,640	12,180	0
Loyola Marymount U	10,351	11,376	0
Marymount C	9,810	10,510	0
Master's C	6,950	7,180	0
Mendocino C	106	126	3,390
Menlo C	11,520	12,390	0
Merced C	116	136	3,060
Mills C	13,368	14,000	0
Mira Costa C	126	187	3,060
Monterey Inst of International Studies	10,445	11,345	0
Monterey Peninsula C	135	155	3,060
Mount San Antonio C	129	135	3,000
Mount San Jacinto C	102	120	2,910
Mount Saint Mary's C	9,510	10,250	0
Napa Valley C	100	122	3,120
National Hispanic U	3,045	3,100	0
National U	5,355	5,535	0
North Orange Co CC Dist			
Cypress C	125	150	3,180
Fullerton C	115	135	3,180
Northrop U	10,209	10,700	0
Occidental C	13,965	14,784	0
Ohlone C	100	120	3,150
Otis Art Inst	10,050	10,970	0
Pacific Christian C	5,200	5,600	0
Pacific Oaks C	8,900	9,650	0
Pacific Union C	8,820	9,585	0
Palo Verde C	100	120	3,000

	1990-91	1991-92	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
CALIFORNIA—Continued			
Palomar C	$115	$115	$3,060
Pasadena City C	115	135	3,000
Patten C	3,490	3,490	0
Pepperdine U	14,310	15,230	0
Peralta CC's Dist			
C of Alameda	104	124	3,105
Laney C	104	124	3,120
Merritt C	104	104	3,020
Vista CC	100	120	2,616
Phillips JC Fresno	3,616	5,110	0
Phillips JC San Fernando	9,475	9,075	0
Pitzer C	15,428	16,282	0
Point Loma Nazarene C	6,798	8,058	0
Pomona C	14,030	14,930	0
Queen of the Holy Rosary C	2,500	2,500	0
Rancho Santiago CC	115	135	3,000
Rio Hondo C	115	135	2,970
Riverside CC	100	150	3,060
Saddleback CC Dist			
Irvine Valley C	120	135	3,060
Saddleback C	115	135	3,060
Saint John's Sem C	4,035	4,035	0
Saint Mary's C	10,274	11,036	0
Samuel Merritt C	10,165	10,925	0
San Bernardino Valley C	115	145	3,000
San Diego CC Dist			
San Diego City C	115	135	3,060
San Diego Mesa C	115	135	3,060
San Diego Miramar C	105	125	3,060
San Francisco Art Inst	10,100	11,350	0
San Francisco C of Mortuary Science	6,390	6,390	0
San Francisco Conservatory of Music	8,570	9,400	0
San Joaquin Delta C	100	120	3,060
San Jose Christian C	4,611	4,611	0
San Jose Evergreen CC Dist			
Evergreen Valley C	115	135	3,210
San Jose City C	58	135	3,210
San Mateo Co CC Dist			
Cañada C	115	135	3,060
C of San Mateo	115	120	3,060
Skyline C	115	135	3,060
Santa Barbara City C	115	135	3,060
Santa Clara U	10,485	11,271	0
Santa Monica C	115	155	3,360
Santa Rosa JC	115	175	3,180
Scripps C	13,824	14,800	0
Shasta C	126	146	3,060
Sierra C	115	135	3,060
Simpson C	5,804	6,338	0
Solano CC	108	132	3,060
Southern California C	6,880	7,788	0
Southern California Inst of Architecture	9,470	10,050	0
Southwestern C	134	135	3,030
Stanford U	14,260	15,102	0
State Ctr CC Dist			
Fresno City C	115	135	3,060
Kings River CC	115	135	3,030
Taft C	100	120	3,060
Thomas Aquinas C	10,350	11,700	0
U S International U	9,105	9,510	0
U of California			
Berkeley	2,020	2,369	7,699
Davis	1,780	2,430	7,699
Irvine	1,875	2,524	7,699
Los Angeles	1,686	2,336	7,699
Riverside	1,693	2,373	7,699
San Diego	1,813	2,463	7,699
San Francisco	2,019	2,577	7,699
Santa Barbara	1,729	2,403	7,699
Santa Cruz	1,892	2,573	7,699
U of Judaism	7,200	8,260	0
U of La Verne	10,060	11,165	0
U of Redlands	13,160	14,130	0
U of San Diego	10,450	11,440	0
U of San Francisco	10,228	11,040	0
U of Southern California	14,378	15,306	0
U of the Pacific	13,622	14,480	0
U of West Los Angeles	3,543	4,230	0
Ventura Co CC Dist			
Moorpark C	115	135	3,300
Oxnard C	115	135	3,300
Ventura C	115	135	3,300
Victor Valley C	100	120	2,910
West Coast Christian C	3,235	3,560	0
West Coast U	8,250	8,250	0
West Hills C	100	120	3,060
W Valley Mission CC Dist			
Mission C	122	145	3,150
West Valley C	136	159	3,150
Western St U C of Law			
Orange County	9,190	9,970	0
San Diego	9,190	9,970	0
Westmont C	10,900	12,070	0
Whittier C	13,248	14,622	0
Woodbury U	9,342	10,236	0
World C West	9,100	9,800	0
Yeshiva Ohr Elchonon Chabad / West Coast Talmudical Sem	2,900	2,900	0
Yosemite CC Dist			
Modesto JC	122	145	3,060
Columbia C	125	145	3,060
Yuba C	115	135	3,060
COLORADO			
Aims CC	$663	$699	$3,276
Arapahoe CC	1,092	1,165	3,096
Bel-Rea Inst of Animal Tech	3,900	4,175	0
Beth-El C of Nursing	n/a	2,906	0
Blair JC	4,470	4,995	0
Colorado Christian U	4,455	5,060	0
Colorado C	12,710	13,665	0
Colorado Inst of Art	7,150	7,625	0
Colorado Mountain C			
Alpine	1,450	1,600	3,150
Spring Valley	1,450	1,600	3,150
Timberline	1,450	1,600	3,150
Colorado Northwestern CC	200	220	2,590
Colorado Sch of Mines	3,892	4,092	6,586

	1990-91	1991-92	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
COLORADO—Continued			
Colorado St U Sys			
Colorado St U	$2,222	$2,222	$1,316
Fort Lewis C	1,420	1,550	3,954
U of Southern Colorado	1,601	1,726	4,232
Colorado Tech C	5,670	5,710	0
CC of Aurora	992	1,082	3,096
CC of Denver	1,098	1,188	3,096
Denver Tech C	6,470	6,600	0
Front Range CC	1,092	1,123	3,096
ITT Tech Inst Aurora	5,075	5,075	0
Lamar CC	1,167	1,260	2,064
Morgan CC	1,002	1,092	3,096
Naropa Inst	7,605	7,580	0
National C	3,735	5,472	0
Nazarene Bible C	2,600	2,738	0
Northeastern JC	570	604	1,794
Otero JC	1,092	1,179	2,064
Pikes Peak CC	1,037	1,125	3,096
Pueblo CC	1,030	1,217	3,096
Red Rocks CC	1,024	1,114	3,096
Regis U	9,860	10,790	0
Rocky Mountain C of Art and Design	4,640	5,330	0
St C's in Colorado			
Adams St C	1,444	1,569	2,588
Mesa St C	1,432	1,582	2,652
Metropolitan St C	1,321	1,475	3,438
Western St C	1,542	1,667	3,390
Trinidad St JC	1,204	1,156	2,064
U S Air Force Acad	0	0	0
U of Colorado Sys			
Boulder	2,256	2,308	7,928
Colorado Springs	1,708	1,858	4,208
Denver	1,458	1,662	5,528
Health Sciences Ctr	3,465	3,638	7,702
U of Denver	12,072	12,852	0
U of Northern Colorado	1,820	1,926	4,106
Yeshiva Toras Chaim Talmudical Sem	n/a	3,600	0
CONNECTICUT			
Albertus Magnus C	$9,550	$10,120	$0
Asnuntuck CC	934	1,130	1,782
Briarwood C	7,280	7,925	0
Bridgeport Engineering Inst	6,350	5,450	0
Connecticut St U Sys			
Central Conn St U	1,865	2,414	3,088
Eastern Conn St U	1,884	2,406	3,088
Southern Conn St U	1,690	2,199	3,088
Western Conn St U	1,855	2,361	3,088
Connecticut C	15,175	16,080	0
Fairfield U	11,820	12,920	0
Greater Hartford CC	934	1,130	2,214
Greater New Haven St Tech C	1,230	1,416	2,970
Hartford C for Women	9,017	10,425	0
Hartford St Tech C	1,230	1,416	2,970
Holy Apostles C and Sem	3,000	3,500	0
Housatonic CC	934	1,130	2,214
Manchester CC	934	1,130	2,214
Mattatuck CC	934	1,130	2,214
Middlesex CC	934	1,130	2,214
Mitchell C	9,600	10,235	0
Mohegan CC	934	1,130	2,214
Northwestern Conn CC	934	1,130	2,214
Norwalk CC	934	1,130	2,214
Norwalk St Tech C	1,230	1,416	2,970
Paier C of Art	9,060	9,320	0
Quinebaug Valley CC	934	1,130	2,214
Quinnipiac C	9,630	10,350	0
Sacred Heart U	8,070	8,920	0
Saint Joseph C	9,800	10,400	0
South Central CC	934	1,130	2,214
Teikyo-Post U	8,865	10,184	0
Thames Valley St Tech C	1,230	1,416	2,970
Trinity C	15,830	16,950	0
Tunxis CC	934	1,130	2,214
U S Coast Guard Acad	0	0	0
U of Bridgeport	11,465	12,375	0
U of Connecticut	2,975	3,463	5,710
U of Hartford	12,494	13,594	0
U of New Haven	9,120	9,570	0
Waterbury St Tech C	1,230	1,416	2,970
Wesleyan U	15,765	16,830	0
Yale U	15,180	16,300	0
DELAWARE			
Delaware St C	$1,455	$1,706	$2,224
Delaware Tech and CC			
Southern	1,011	1,119	1,566
Stanton-Wilmington	1,011	1,119	1,566
Terry	1,011	1,119	1,566
Goldey-Beacom C	4,855	5,275	0
U of Delaware	3,126	3,531	5,170
Wesley C	7,255	8,055	0
Wilmington C	4,690	4,690	0
DISTRICT OF COLUMBIA			
American U	$12,648	$13,706	$0
Catholic U of America	11,065	11,876	0
Corcoran Sch of Art	8,500	9,500	0
Gallaudet U	3,554	3,784	0
George Washington U	13,850	15,027	0
Georgetown U	14,569	15,797	0
Howard U	5,905	6,405	0
Mount Vernon C	11,805	12,510	0
Oblate C	3,750	4,050	0
Southeastern U	6,625	6,625	0
Trinity C	10,075	10,750	0
U of the District of Columbia	664	800	2,880
FLORIDA			
Art Inst of Fort Lauderdale	$7,850	$7,850	$0
Barry U	8,690	9,530	0
Bethune-Cookman C	4,435	4,835	0
Brevard CC	780	900	2,400
Broward CC	750	870	2,310
Central Florida CC	840	930	2,490
Chipola JC	668	780	2,190
Clearwater Christian C	4,500	4,900	0
C of Boca Raton	11,100	12,200	0
Daytona Beach CC	802	900	2,490
Eckerd C	12,280	13,040	0

Continued on Following Page

FACT FILE: 1991-92 TUITION AND FEES AT MORE THAN 2,900 COLLEGES AND UNIVERSITIES—Continued

	1990-91	1991-92	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
FLORIDA—Continued			
Edison CC	$750	$900	$2,310
Edward Waters C	3,866	3,866	0
Embry-Riddle Aeronautical U	5,790	6,310	0
Flagler C	4,320	4,550	0
Florida Baptist Theol C	1,434	1,434	0
Florida Bible C	2,800	2,800	0
Florida Christian C	3,000	3,273	0
Florida C	3,700	3,750	0
Florida CC Jacksonville	780	900	2,370
Florida Inst of Tech	8,865	10,635	0
Florida Keys CC	690	810	2,250
Florida Memorial C	4,350	4,450	0
Florida Southern C	6,080	6,600	0
Fort Lauderdale C	4,270	4,270	0
Gulf Coast CC	650	780	2,370
Hillsborough CC	780	780	2,100
Hobe Sound Bible C	3,185	3,355	0
Indian River CC	660	810	2,430
International Fine Arts C	7,812	8,220	0
Jacksonville U	7,960	8,460	0
Jones C	2,880	3,600	0
Lake City CC	720	780	2,160
Lake-Sumter CC	750	900	2,370
Liberty Christian C	1,950	2,315	0
Manatee CC	720	840	2,310
Miami Christian C	4,930	4,930	0
Miami-Dade CC	803	930	2,340
National Education Ctr Bauder	5,325	5,325	0
New England Inst of Tech	5,475	5,475	0
North Florida JC	653	750	2,130
Nova U	6,450	7,630	0
Okaloosa-Walton CC	630	720	2,100
Orlando C	3,357	3,561	0
Palm Beach Atlantic C	5,400	5,400	0
Palm Beach CC	795	900	2,370
Pasco-Hernando CC	795	900	2,370
Pensacola JC	797	900	2,490
Phillips JC	4,695	4,745	0
Polk CC	810	900	2,370
Ringling Sch of Art and Design	8,135	8,950	0
Rollins C	12,850	13,900	0
Saint John Vianney C Sem	5,600	6,600	0
Saint Johns River CC	630	750	2,250
Saint Leo C	7,870	8,230	0
Saint Petersburg JC	798	900	2,430
Saint Thomas U	7,650	8,250	0
Santa Fe CC	720	870	2,490
Seminole CC	780	900	2,340
South C	3,925	3,925	0
South Florida CC	795	900	2,370
Southeastern C of the Assemblies of God	2,800	3,300	0
Southern C	3,600	3,870	0
St U Sys of Florida			
Florida A&M U	1,366	1,582	4,138
Florida Atlantic U	1,403	1,550	4,138
Florida International U	1,324	1,478	4,138
Florida St U	1,308	1,413	4,138
U of Central Florida	1,335	1,524	4,138
U of Florida	1,322	1,473	4,138
U of North Florida	1,325	1,461	4,138
U of South Florida	1,401	1,588	4,138
New C of U of S Fla	1,419	1,675	5,015
U of West Florida	1,321	1,463	4,138
Stetson U	9,285	10,020	0
Tallahassee CC	660	780	2,160
Talmudic C of Florida	4,500	4,500	0
Tampa C	4,195	4,550	0
United Electronics Inst	4,920	1,516	0
U of Miami	13,050	14,080	0
U of Tampa	10,100	10,920	0
Valencia CC	810	900	2,370
Warner Southern C	5,135	5,375	0
Webber C	5,250	5,390	0
GEORGIA			
Abraham Baldwin Ag C	$1,170	$1,209	$873
Agnes Scott C	10,450	11,070	0
Albany St C	1,599	1,680	1,290
American C for the Applied Arts	6,900	7,200	0
Andrew C	3,585	3,955	0
Armstrong St C	1,413	1,467	1,290
Art Inst of Atlanta	7,135	7,435	0
Athens Area Tech Inst	537	537	360
Atlanta Christian C	3,210	3,620	0
Atlanta C of Art	7,250	7,450	0
Atlanta Metropolitan C	969	1,008	873
Augusta C	1,431	1,491	1,290
Augusta Tech Inst	558	558	360
Bainbridge C	984	1,023	873
Bauder Fashion C	5,795	6,010	0
Berry C	6,450	7,050	0
Brenau Women's C	6,528	7,242	0
Brewton-Parker C	3,315	3,625	0
Brunswick C	1,074	1,113	873
Chattahoochee Tech Inst	654	654	0
Clark Atlanta U	6,170	6,400	0
Clayton St C	1,388	1,389	1,290
Columbus C	1,413	1,470	1,290
Covenant C	7,550	8,050	0
Crandall JC	4,020	4,560	0
Dalton C	970	1,008	873
Darton C	1,014	1,053	873
DeKalb C	1,005	1,050	585
DeKalb Tech Inst	435	435	360
DeVry Inst of Tech	4,745	5,015	0
East Georgia C	984	1,023	873
Emmanuel C	3,360	3,501	0
Emmanuel C Sch of Christian Ministries	3,360	3,501	0
Emory U	13,700	14,780	0
Oxford C	10,300	11,000	0
Floyd C	984	1,023	873
Fort Valley St C	1,593	1,650	1,290
Gainesville C	1,002	1,038	873
Georgia C	1,476	1,563	1,290
Georgia Inst of Tech	2,052	2,118	2,439
Georgia Military C	3,480	3,270	0
Georgia Southern U	1,563	1,683	1,290
Georgia Southwestern C	1,527	1,560	1,290
Georgia St U	1,812	1,884	2,430
Gordon C	1,029	1,068	873

	1990-91	1991-92	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
GEORGIA—Continued			
Kennesaw St C	$1,344	$1,416	$1,290
LaGrange C	5,127	5,283	0
Macon C	978	1,047	873
Meadows C of Business	2,670	2,775	0
Medical C of Georgia	1,883	1,962	1,722
Mercer U			
Main campus	8,415	9,425	0
Atlanta	5,895	9,450	0
Middle Georgia C	1,164	1,203	873
Morehouse C	6,210	6,692	0
Morris Brown C	6,140	6,410	0
North Georgia C	1,494	1,560	1,290
Oglethorpe U	9,300	10,250	0
Paine C	4,900	5,256	0
Phillips C Columbus	4,025	3,500	0
Phillips JC Augusta	4,320	3,240	0
Piedmont C	3,330	3,600	0
Reinhardt C	3,660	3,915	0
Savannah C of Art and Design	6,600	7,575	0
Savannah St C	1,569	1,635	1,290
Savannah Tech Inst	n/a	486	288
Shorter C	5,300	5,300	0
South C	3,925	3,925	0
South Georgia C	1,032	1,062	873
Southern C of Tech	1,431	1,497	1,290
Spelman C	6,326	6,707	0
Thomas C	2,751	3,024	0
Toccoa Falls C	4,930	5,178	0
Truett McConnell C*	3,519	3,723	0
U of Georgia	2,001	2,076	1,722
Valdosta St C	1,557	1,638	1,290
Waycross C	1,029	1,068	873
Wesleyan C	9,050	9,850	0
West Georgia C	1,587	1,653	1,290
Young Harris C	3,750	4,140	0
HAWAII			
Brigham Young U Hawaii	$1,530	$2,000	$0
Cannon's International Business C	6,435	5,225	0
Chaminade U Honolulu	6,240	7,850	0
Hawaii Loa C	7,800	8,400	0
Hawaii Pacific U	4,800	5,150	0
U of Hawaii			
Hilo	450	470	2,160
Manoa	1,328	1,387	2,590
Honolulu CC	410	430	2,160
Kapiolani CC	415	435	2,160
Kauai CC	415	430	2,160
Leeward CC	415	435	2,160
Maui CC	418	438	2,160
West Oahu C	840	850	1,740
Windward CC	420	440	2,160
IDAHO			
Boise Bible C	$2,856	$2,856	$0
Boise St U	1,165	1,236	2,200
C of Idaho	8,730	9,982	0
Idaho St U	1,160	1,230	2,120
Lewis-Clark St C	1,120	1,188	2,036
North Idaho C	804	860	1,150
Northwest Nazarene C	6,510	7,260	0
Ricks C	1,410	1,480	0
U of Idaho	1,166	1,236	2,510
ILLINOIS			
American Acad of Art	$6,800	$7,100	$0
American Conservatory of Music	6,500	7,000	0
Augustana C	10,308	11,175	0
Aurora U	8,170	8,770	0
Barat C	7,939	8,719	0
Belleville Area C	910	910	2,760
Black Hawk C Dist			
East	1,245	1,365	3,840
Quad-Cities	1,245	1,365	3,840
Blackburn C	7,380	7,750	0
Blessing-Rieman C of Nursing	n/a	6,650	0
Bd of Govs of St C's & U's			
Chicago St U	1,772	1,856	3,312
Eastern Illinois U	2,114	2,333	3,312
Governors St U	1,646	1,730	3,360
Northeastern Ill U	1,967	2,080	3,312
Western Illinois U	2,112	2,229	3,312
Bradley U	8,500	9,050	0
City C's of Chicago			
Chicago City-Wide	820	985	3,301
Harold Washington	820	985	3,301
Harry S Truman	820	985	3,301
Kennedy-King	820	985	3,301
Malcolm X	820	985	3,301
Olive-Harvey	820	985	3,301
Richard J Daley	820	985	3,301
Wilbur Wright	820	985	3,301
C of Du Page	900	945	3,105
C of Lake County	963	993	4,271
C of Saint Francis	7,280	7,980	0
Columbia C	5,828	6,286	0
Concordia U	6,848	7,328	0
Danville Area CC	870	930	3,210
De Paul U	8,814	9,342	0
DeVry Inst of Tech Chicago	4,745	5,015	0
DeVry Inst of Tech Lombard	4,745	5,015	0
East-West U	5,360	5,910	0
Elgin CC	960	990	3,109
Elmhurst C	7,768	8,460	0
Eureka C	8,675	9,425	0
Gem City C	3,040	3,640	0
Greenville C	7,888	8,750	0
Harrington Inst of Interior Design	7,565	8,025	0
Hebrew Theol C	4,795	5,080	0
Highland CC	660	750	3,355
Illinois Benedictine C	8,330	8,980	0
Illinois Central C	840	960	3,932
Illinois C	6,050	6,600	0
Illinois Eastern CC's Sys			
Frontier CC	605	725	3,130
Lincoln Trail C	605	725	3,130
Olney Central C	605	725	3,130
Wabash Valley C	605	725	3,130
Illinois Inst of Tech	11,730	12,690	0
Illinois St U	2,171	2,297	3,600

	1990-91	1991-92	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
ILLINOIS—Continued			
Illinois Tech C	$4,300	$4,600	$0
Illinois Valley CC	668	698	3,025
Illinois Wesleyan U	10,085	11,115	0
International Acad of Merchandising & Design	6,844	7,040	0
ITT Tech Inst Schaumburg	5,838	7,302	0
John A Logan C	642	748	4,896
Joliet JC	870	970	3,450
Judson C	7,470	8,090	0
Kaes C	n/a	5,920	0
Kankakee CC	825	930	4,724
Kaskaskia C	848	848	4,223
Kendall C	6,543	7,005	0
Kishwaukee C	910	955	2,645
Knox C	11,559	12,675	0
Lake Forest C	13,895	13,895	0
Lakeview C of Nursing	n/a	4,575	0
Lewis and Clark CC	798	798	3,866
Lewis U	7,220	8,502	0
Lexington Inst of Hospitality Careers	3,500	4,000	0
Lincoln Christian C and Sem	3,450	3,600	0
Lincoln C	6,795	7,260	0
Lincoln Land CC	913	973	3,181
Loyola U of Chicago	8,440	9,270	0
MacCormac JC	5,625	5,925	0
MacMurray C	7,650	8,150	0
McHenry County C	906	996	3,990
McKendree C	6,345	6,345	0
Mennonite C of Nursing	6,591	6,850	0
Midstate C	4,035	4,335	0
Millikin U	9,256	10,061	0
Monmouth C	11,450	12,450	0
Montay C	5,020	5,550	0
Moody Bible Inst	650	893	0
Moraine Valley CC	1,172	1,170	3,240
Morrison Inst of Tech	3,600	4,700	0
Morton C	900	1,080	3,234
NAES C	3,375	4,220	0
National C of Chiropractic	7,776	7,968	0
National-Louis U	6,975	7,650	0
North Central C	9,186	9,960	0
North Park C and Theol Sem	9,930	10,665	0
Northern Illinois U	2,274	2,398	3,600
Northwestern U	13,725	14,370	0
Oakton CC	628	628	2,400
Olivet Nazarene U	6,172	6,472	0
Parkland C	975	990	3,702
Parks C of Saint Louis U	6,160	7,100	0
Phillips C Chicago	5,325	5,925	0
Prairie St C	1,230	1,230	3,150
Principia C	10,542	11,100	0
Quincy C	8,000	8,604	0
Ray C of Design	7,310	7,620	0
Rend Lake C	690	750	4,605
Richland CC	899	899	4,782
Robert Morris C	6,900	7,350	0
Rock Valley C	870	1,020	4,560
Rockford C	8,670	9,400	0
Roosevelt U	7,470	7,920	0
Rosary C	8,440	9,226	0
Rush U	7,748	8,198	0
Saint Augustine C	4,040	4,140	0
Saint Francis Med Ctr C of Nursing	n/a	5,150	0
Saint Joseph C of Nursing	n/a	5,980	0
Saint Xavier C	8,150	8,840	0
Sangamon St U	1,650	1,728	3,288
Sch of the Art Inst of Chicago	10,500	11,550	0
Shawnee CC	710	710	2,764
Shimer C	8,600	9,000	0
South Suburban C of Cook County*	1,214	1,224	3,962
Southeastern Illinois C	630	630	2,679
Southern Illinois U			
Carbondale	2,332	2,382	3,276
Edwardsville	1,821	1,966	3,068
Spoon River C	1,050	1,050	4,285
Springfield C	4,724	4,930	0
State CC	810	856	4,620
Telshe Yeshiva Chicago	n/a	6,100	0
Trinity Christian C*	7,160	7,785	0
Trinity C	8,000	8,610	0
Triton C	1,115	1,190	0
U of Chicago	15,135	16,212	0
U of Health Sciences Chicago Med Sch	10,280	10,844	0
U of Illinois			
Chicago	2,790	2,948	3,734
Urbana-Champaign	2,846	3,054	3,752
VanderCook C of Music	7,886	8,400	0
Waubonsee CC	1,018	1,018	3,342
West Suburban C of Nursing	6,848	7,328	0
Wheaton C	8,836	9,548	0
William Rainey Harper C	930	930	3,634
INDIANA			
Ancilla C	$1,944	$2,066	$0
Anderson U	7,330	8,060	0
Ball St U	2,110	2,280	3,080
Bethel C	6,960	7,500	0
Butler U	9,720	10,500	0
Calumet C of Saint Joseph	3,585	3,800	0
DePauw U	11,500	12,288	0
Earlham C	12,525	13,479	0
Franklin C	8,170	8,970	0
George Rogers Clark C	5,110	5,110	0
Goshen C	7,210	7,720	0
Grace C	6,432	7,302	0
Hanover C	6,200	6,700	0
Holy Cross C	3,650	4,080	0
Huntington C	7,400	7,890	0
Indiana Inst of Tech	6,735	7,545	0
Indiana St U	2,104	2,272	3,216
Indiana U Sys			
Bloomington	2,310	2,570	5,288
East	1,826	1,968	2,958
Kokomo	1,812	1,938	2,958
Northwest	1,826	1,961	2,958
South Bend	1,826	1,952	2,958
Southeast	1,836	1,962	2,958
Purdue U Fort Wayne	1,839	1,980	2,850

	1990-91	1991-92	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
INDIANA—Continued			
Indiana U Sys, cont.			
Purdue U Indianapolis	$2,106	$2,277	$4,503
Indiana Voc-Tech C			
Central Indiana	1,509	1,509	1,236
Columbus	1,509	1,509	1,236
Eastcentral	1,509	1,509	1,236
Kokomo	1,509	1,509	1,236
Lafayette	1,509	1,509	1,236
Northcentral	1,509	1,509	1,236
Northeast	1,509	1,509	1,236
Northwest	1,509	1,509	1,236
Southcentral	1,509	1,509	1,236
Southeast	1,509	1,509	1,236
Southwest	1,509	1,509	1,236
Wabash Valley	1,509	1,509	1,236
Whitewater	1,509	1,509	1,236
Indiana Wesleyan U	6,970	7,590	0
International Business C	6,990	7,490	0
Lockyear C	2,840	3,375	0
Lutheran C of Health Professions	n/a	4,077	0
Manchester C	7,770	8,270	0
Marian C	6,558	7,694	0
Martin U	4,500	4,830	0
Oakland City C	6,426	6,726	0
Purdue U			
Main campus	2,152	2,324	5,116
Calumet	1,843	1,985	2,918
North Central	1,827	1,969	2,918
Rose-Hulman Inst of Tech	10,185	10,935	0
Saint Francis C	6,599	7,158	0
Saint Joseph's C	8,610	9,410	0
Saint Mary-of-the-Woods C	8,325	9,110	0
Saint Mary's C	10,010	10,724	0
Saint Meinrad C	5,013	5,413	0
Summit Christian C	6,000	6,625	0
Taylor U	8,838	9,353	0
Tri-State U	7,593	8,298	0
U of Evansville	9,150	9,150	0
U of Indianapolis	8,280	9,020	0
U of Notre Dame	12,390	13,505	0
U of Southern Indiana	1,688	1,826	2,588
Valparaiso U	9,110	9,990	0
Vincennes U	1,641	1,790	3,026
Wabash C	9,800	10,700	0
IOWA			
American Inst of Business	$4,275	$4,525	$0
American Inst of Commerce	4,314	4,579	0
Briar Cliff C	7,980	8,760	0
Buena Vista C	10,000	10,900	0
Central C	8,612	9,293	0
Clarke C	8,165	8,980	0
Coe C	9,530	10,380	0
Cornell C	11,310	12,350	0
Des Moines Area CC	1,262	1,194	1,050
Divine Word C	4,935	5,235	0
Dordt C	7,100	7,900	0
Drake U	10,290	11,040	0
Eastern Iowa CC Dist			
Clinton CC	1,335	1,425	630
Muscatine CC	1,335	1,425	630
Scott CC	1,335	1,417	630
Emmaus Bible C	2,020	2,100	0
Faith Baptist Bible C and Sem	3,950	4,186	0
Graceland C	7,360	7,850	0
Grand View C	6,690	7,750	0
Grinnell C	12,560	13,742	0
Hamilton Tech C	4,475	4,438	0
Hawkeye Inst Tech	1,284	1,383	1,302
Iowa Central CC	1,660	1,875	840
Iowa Lakes CC	1,280	1,482	576
Iowa St U	1,880	1,952	4,454
Iowa Valley CC Dist			
Ellsworth CC	1,600	1,746	1,540
Marshalltown CC	1,510	1,746	1,540
Iowa Wesleyan C	7,100	8,200	0
Iowa Western CC	1,470	1,470	675
Kirkwood CC	1,260	1,408	1,248
Loras C	8,065	9,115	0
Luther C	9,750	10,600	0
Maharishi International U	7,250	7,250	0
Morningside C	8,466	9,206	0
Mount Mercy C	7,050	7,750	0
Mount Saint Clare C	6,697	7,337	0
National Ed Ctr Des Moines	5,065	5,140	0
North Iowa Area CC	1,375	1,435	720
Northeast Iowa CC	1,400	1,582	1,344
Northwest Iowa Tech C	1,251	1,668	812
Northwestern C	7,450	8,050	0
Simpson C	8,900	9,585	0
Southeastern CC			
North	1,136	1,228	576
South	1,136	1,299	578
Southwestern CC Iowa	1,275	1,380	600
St Ambrose U	7,950	8,530	0
Teikyo Marycrest U	7,890	8,530	0
Teikyo Westmar U	8,196	8,671	0
U of Dubuque	7,925	9,205	0
U of Iowa	1,880	1,952	4,518
U of Northern Iowa	1,880	1,952	3,030
U of Osteopathic Med and Health Sciences	4,220	4,715	0
Upper Iowa U	8,040	8,540	0
Vennard C	4,396	4,712	0
Waldorf C	6,370	7,090	0
Wartburg C	8,730	9,640	0
Western Iowa Tech CC	1,182	1,305	1,230
William Penn C	8,380	9,190	0
KANSAS			
Allen County CC	$800	$864	$1,472
Baker U	6,410	7,040	0
Barclay C	5,975	6,225	0
Barton County CC	690	780	1,350
Benedictine C	7,270	7,930	0
Bethany C	6,551	7,028	0
Bethel C	6,985	7,460	0
Brown Mackie C	5,885	6,420	0
Butler County CC	855	944	1,320
Central C	5,350	6,050	0
Cloud County CC	810	870	1,380
Coffeyville CC	680	750	1,410
Colby CC	832	928	1,408

	1990-91	1991-92	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
KANSAS—Continued			
Cowley County CC	$750	$780	$1,410
Dodge City CC	786	930	555
Donnelly C	2,300	2,790	0
Emporia St U	1,382	1,491	2,514
Fort Hays St U	1,456	1,547	2,514
Fort Scott CC	660	750	1,530
Friends U	7,000	7,155	0
Garden City CC	757	878	1,230
Haskell Indian JC	90	90	0
Hesston C	5,340	6,090	0
Highland CC	810	930	1,320
Hutchinson CC	720	780	1,320
Independence CC	750	750	1,410
Johnson County CC	840	840	1,980
Kansas City C and Bible Sch	2,535	2,850	0
Kansas City Kansas CC	690	750	1,950
Kansas Newman C	5,930	6,380	0
Kansas St U	1,576	1,699	3,678
Kansas Wesleyan U	6,220	6,700	0
Labette CC	630	690	1,800
Manhattan Christian C	3,010	3,300	0
McPherson C	6,660	7,220	0
Mid-America Nazarene C	5,090	5,552	0
Neosho County CC	550	690	1,410
Ottawa U	5,990	6,530	0
Pittsburg St U	1,358	1,450	2,514
Pratt CC	800	840	1,380
Saint Mary C	5,820	6,450	0
Saint Mary of the Plains C	5,910	6,420	0
Seward County CC	660	690	1,410
Southwestern C	4,600	5,050	0
Sterling C	6,250	6,800	0
Tabor C	6,190	6,800	0
U of Kansas			
Main campus	1,564	1,662	3,678
Med Ctr	1,362	1,456	3,678
Washburn U of Topeka	2,342	2,762	1,380
Wichita St U	1,608	1,766	3,678
KENTUCKY			
Alice Lloyd C	$270	$270	$3,360
Asbury C	6,746	7,372	0
Bellarmine C	6,000	7,260	0
Berea C	177	177	0
Brescia C	5,000	5,500	0
Campbellsville C	4,500	4,900	0
Career Com JC of Business	7,805	7,805	0
Centre C	9,290	10,110	0
Clear Creek Baptist C	2,000	2,000	0
Cumberland C	4,930	5,296	0
Eastern Kentucky U	1,300	1,420	2,600
Franklin C	4,200	4,200	0
Georgetown C	5,710	6,250	100
Inst of Electronic Tech	4,445	4,950	0
Kentucky Christian C	3,028	3,250	0
Kentucky C of Business	3,984	4,160	0
Kentucky St U	1,310	1,432	2,600
Kentucky Wesleyan C	6,100	6,690	0
Lees C	3,300	3,600	0
Lindsey Wilson C	4,832	5,168	0
Louisville Tech Inst	5,980	5,980	0
Mid-Continent Baptist Bible C	1,550	1,560	0
Midway C	5,500	5,840	0
Morehead St U	1,320	1,510	2,600
Murray St U	1,290	1,410	2,600
Northern Kentucky U	1,290	1,410	2,600
Owensboro JC of Business	3,225	3,525	0
Pikeville C	4,050	4,250	0
RETS Electronic Inst	5,610	5,615	0
Spalding U	6,072	6,696	0
St Catharine C	3,530	3,700	0
Sue Bennett C	3,440	3,950	0
Thomas More C	7,430	8,160	0
Transylvania U	8,906	9,619	0
Union C	5,470	5,630	0
U of Kentucky CC Sys	1,760	1,844	3,240
Ashland CC	640	680	1,360
Elizabethtown CC	620	680	1,360
Hazard CC	640	680	1,360
Henderson CC	640	680	1,360
Hopkinsville CC	640	680	1,360
Jefferson CC	640	680	1,360
Lexington CC	1,710	1,844	3,240
Madisonville CC	640	680	1,360
Maysville CC	640	680	1,360
Paducah CC	640	680	1,360
Prestonburg CC	640	680	1,360
Somerset CC	640	680	1,360
Southeast CC	640	680	1,360
U of Louisville	1,614	1,620	3,000
Watterson C	6,660	6,660	0
Western Kentucky U	1,280	1,440	2,600
LOUISIANA			
Bossier Parish CC	$505	$505	$0
Centenary C	6,710	7,210	0
Delgado CC	980	1,030	1,200
Dillard U	5,500	9,150	0
Grambling St U	1,766	1,802	1,550
Grantham C of Engineering	1,800	1,800	0
Jimmy Swaggart Bible C and Sem	n/a	2,620	0
Louisiana C	4,134	4,160	0
Louisiana St U Sys			
A&M C	2,017	2,058	3,200
Alexandria	924	924	1,472
Eunice	888	912	1,200
Shreveport	1,480	1,480	2,190
Med Ctr	1,802	1,802	2,400
U of New Orleans	1,924	1,924	2,692
Louisiana Tech U	1,841	1,841	1,155
Loyola U	8,698	8,698	0
McNeese St U	1,626	1,648	1,550
New Orleans Baptist Theol Sem	n/a	1,000	0
Nicholls St U*	1,591	1,591	1,800
Northeast Louisiana U	1,613	1,626	1,584
Northwestern St U	1,749	1,771	1,800
Our Lady of Holy Cross C	4,600	4,600	0
Phillips JC New Orleans	4,600	4,600	0
Southeastern Louisiana U	1,703	1,703	1,800
Southern U and A&M C Sys			
Southern U and A&M C	1,576	1,580	1,522

	1990-91	1991-92	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
LOUISIANA—Continued			
Southern U and A&M C Sys, cont.			
New Orleans	$1,452	$1,451	$1,558
Shreveport	800	830	1,030
St Bernard Parish CC	210	290	0
St Joseph Sem C	5,570	5,570	0
Tulane U	15,580	16,980	0
U of Southwestern La	1,565	1,568	1,750
Xavier U	5,605	5,905	0
MAINE			
Andover C	$3,975	$4,100	$0
Beal C	3,600	3,610	0
Bowdoin C	15,320	16,380	0
Casco Bay C	4,650	4,950	0
Central Maine Med Ctr Sch of Nursing	2,310	2,370	0
Central Maine Tech C	1,475	1,620	1,680
Colby C	15,330	16,460	0
C of the Atlantic	10,485	11,627	0
Eastern Maine Tech C	1,300	1,550	1,680
Husson C	7,135	7,420	0
Kennebec Valley Tech C	1,267	1,415	1,680
Maine Maritime Acad	3,215	3,900	2,440
Northern Maine Tech C	1,550	1,670	1,680
Portland Sch of Art	8,345	9,145	0
Saint Joseph's C	8,025	8,500	0
Southern Maine Tech C	1,330	1,500	1,680
Thomas C	7,500	8,050	0
Unity C	6,415	7,150	1,150
U of Maine Sys			
U of Maine	2,470	2,718	6,230
Augusta	1,965	2,235	3,060
Farmington	2,070	2,340	3,060
Fort Kent	2,025	2,250	3,060
Machias	2,005	2,275	3,060
Presque Isle	2,000	2,340	3,060
U of Southern Maine	2,214	2,454	6,230
U of New England	9,120	9,770	0
Westbrook C	9,150	9,800	0
MARYLAND			
Allegany CC	$1,349	$1,529	$1,500
Anne Arundel CC	1,320	1,320	3,780
Baltimore Hebrew U	2,430	2,730	0
Baltimore International Culinary C	6,270	7,394	0
Capitol C	6,618	7,014	0
Catonsville CC	1,022	1,022	2,192
Cecil CC	1,050	1,110	2,100
Charles County CC	1,296	1,422	2,640
Chesapeake C	904	904	2,880
C of Notre Dame of Md	8,875	9,500	0
Columbia Union C	7,930	8,200	0
Essex CC	1,080	1,080	2,292
Frederick CC	1,418	1,553	4,140
Garrett CC	1,020	1,020	2,040
Goucher C	11,950	12,885	0
Hagerstown Business C	3,350	3,560	0
Hagerstown JC	1,440	1,764	1,680
Harford CC	1,134	1,230	2,310
Hood C	11,395	12,208	0
Johns Hopkins U			
Arts and sciences	15,380	16,000	0
Nursing	n/a	11,900	0
Peabody	n/a	11,950	0
Loyola C	9,810	10,490	0
Md C of Art and Design	6,156	6,750	0
Maryland Inst C of Art	10,640	11,550	0
Montgomery C			
Germantown	1,440	1,551	2,508
Rockville	1,440	1,551	2,508
Takoma Park	1,440	1,551	2,508
Morgan St U	2,124	2,198	1,992
Mount Saint Mary's C	9,100	9,875	0
Ner Israel Rabbinical C	2,700	2,850	0
New CC of Baltimore	1,090	1,150	2,040
Prince George's CC	1,590	1,740	4,490
Sojourner-Douglass C	4,525	4,525	0
Saint Mary's C of Md	2,620	2,760	1,800
St John's C	12,990	14,262	0
U S Naval Acad	0	0	0
U of Maryland Sys			
C Park	2,269	2,573	5,234
Baltimore County	2,390	2,672	4,973
Eastern Shore	2,114	2,347	4,080
U C	3,540	3,840	150
Bowie St U	2,125	2,254	1,925
Coppin St C	2,221	2,281	1,764
Frostburg St U	2,008	2,128	1,912
Salisbury St U	2,350	2,544	2,054
Towson St U	2,248	2,493	1,922
U of Baltimore	2,047	2,216	1,713
Villa Julie C	5,440	5,770	0
Washington Bible C	4,889	5,369	0
Washington C	11,400	12,312	0
Western Maryland C	11,590	12,505	0
Wor-Wic Tech CC	1,040	1,130	3,330
MASSACHUSETTS			
American International C	$7,731	$8,081	$0
Amherst C	15,770	16,945	0
Anna Maria C	8,750	9,780	0
Aquinas C Milton	6,900	7,100	0
Aquinas C Newton	6,750	6,950	0
Assumption C	9,210	9,835	0
Atlantic Union C	8,996	9,700	0
Babson C	13,853	14,838	0
Bay Path C	7,700	8,500	0
Bay St C	6,425	6,825	0
Becker C			
Leicester	6,575	6,925	0
Worcester	6,575	6,925	0
Bentley C	10,810	11,390	0
Berklee C of Music	8,340	9,040	0
Boston C	13,080	14,092	0
Boston Conservatory	9,650	10,350	0
Boston U	15,185	16,190	0
Bradford C	10,810	11,885	0
Brandeis U	15,320	16,484	0
Clark U	14,380	15,380	0
C of the Holy Cross	14,470	15,530	0
Curry C	11,470	12,250	0
Dean JC	8,360	8,860	0
Eastern Nazarene C	7,020	7,660	0
Elms C	9,250	9,650	0
Emerson C	12,473	13,072	0

	1990-91	1991-92	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
MASSACHUSETTS—Continued			
Emmanuel C	$9,685	$10,345	$0
Endicott C	9,050	9,640	0
Essex Ag and Tech Inst	1,156	1,550	0
Fisher C	8,590	9,090	0
Forsyth Sch of Dental Hygienists	10,130	11,090	0
Franklin Inst of Boston	6,820	7,790	0
Gordon C	10,700	11,400	0
Hampshire C	16,485	17,785	0
Harvard and Radcliffe C's	15,530	16,560	0
Hellenic C	5,845	6,115	0
Katharine Gibbs Sch	7,095	7,495	0
Lasell C	8,975	9,925	0
Lesley C	10,710	11,340	0
Marian Court JC	6,180	6,180	0
Mass Bd of Regents Sys			
Southeastern Mass U	2,160	3,053	4,698
U of Lowell	2,711	4,337	4,722
U of Mass Amherst	3,476	5,052	5,866
U of Mass Boston	2,702	3,937	5,866
Bridgewater St C	2,108	2,884	3,714
Fitchburg St C	2,058	3,134	3,174
Framingham St C	2,243	2,955	3,714
Massachusetts C of Art	1,845	3,544	4,560
Mass Maritime Acad	1,592	2,821	4,560
North Adams St C	2,247	3,263	3,714
Salem St C	1,980	2,956	3,714
Westfield St C	1,941	2,941	3,714
Worcester St C	1,812	2,488	3,714
Berkshire CC	1,238	1,858	3,672
Bristol CC	1,604	1,998	3,672
Bunker Hill CC	1,226	1,336	3,672
Cape Cod CC	1,462	1,752	3,672
Greenfield CC	1,440	1,966	3,040
Holyoke CC	1,390	1,998	3,672
Massachusetts Bay CC	1,370	1,818	3,672
Massasoit CC	1,520	1,938	3,672
Middlesex CC	1,211	2,034	3,672
Mount Wachusett CC	1,382	2,538	3,672
North Shore CC	1,404	2,148	3,672
Northern Essex CC	1,370	1,980	4,770
Quinsigamond CC	1,212	1,605	3,692
Roxbury CC	1,148	1,206	3,672
Springfield Tech CC	1,406	1,749	3,672
Massachusetts Inst of Tech	15,600	16,900	0
Merrimack C	9,700	10,350	0
Montserrat C of Art	7,200	7,600	0
Mount Holyoke C	15,150	16,050	0
Mount Ida C	8,600	9,140	0
New England Conservatory of Music	12,600	13,350	0
Newbury C	8,200	8,740	0
Nichols C	7,215	7,867	0
Pine Manor C	12,600	14,000	0
Regis C	9,850	10,550	0
Saint Hyacinth C and Sem	3,685	3,685	0
Saint John's Sem C	3,600	3,600	0
Simmons C	13,312	14,074	0
Simon's Rock of Bard C	14,450	15,800	0
Smith C	14,605	15,770	0
Springfield C	8,916	9,441	0
Stonehill C	9,650	10,285	0
Suffolk U	7,956	8,531	0
Tufts U	15,917	17,179	0
Wellesley C	15,145	16,271	0
Wentworth Inst of Tech	7,716	8,220	0
Western New England C	7,718	7,967	0
Wheaton C	14,470	15,760	0
Wheelock C	10,528	10,912	0
Williams C	15,670	16,770	0
Worcester Polytechnic Inst	14,125	14,125	0
MICHIGAN			
Adrian C	$8,890	$9,390	$0
Albion C	9,446	11,134	0
Alma C	9,852	10,635	0
Alpena CC	1,070	1,220	1,320
Andrews U	8,385	8,985	0
Aquinas C	8,296	8,960	0
Baker C Sys			
Flint	4,295	4,560	0
Muskegon	4,295	4,800	0
Owosso	4,560	4,560	0
Bay de Noc CC	1,252	1,340	1,542
Calvin C	7,350	8,100	0
Ctr for Creative Studies C of Art and Design	8,940	9,495	0
Central Michigan U	2,235	2,346	3,487
Charles S Mott CC	1,240	1,240	1,050
Cleary C	5,025	5,025	0
Davenport C of Business	6,858	7,236	0
Delta C	1,300	1,360	1,470
Detroit C of Business	5,310	5,715	0
Eastern Michigan U	2,010	2,233	3,143
Ferris St U	2,412	2,565	2,670
Glen Oaks CC	1,020	1,020	420
GMI Engineering and Management Inst	7,490	9,445	0
Gogebic CC	720	720	360
Grace Bible C	3,360	3,860	0
Grand Rapids Baptist C and Sem	5,386	5,822	0
Grand Rapids JC	1,220	1,220	1,050
Grand Valley St U	2,132	2,306	2,654
Great Lakes Bible C	3,390	3,695	0
Great Lakes JC of Business	4,080	4,080	0
Henry Ford CC	1,230	1,230	540
Highland Park CC	1,270	1,270	450
Hillsdale C	9,025	9,610	0
Hope C	9,426	10,086	0
Jackson CC	1,170	1,230	540
Jordan C	4,340	5,280	0
Kalamazoo C	11,562	12,669	0
Kalamazoo Valley CC	750	750	1,260
Kellogg CC	900	930	1,500
Kendall C of Art and Design	7,050	8,250	0
Kirtland CC	1,320	1,380	1,200
Lake Michigan C	1,080	1,080	600
Lake Superior St U	2,067	2,518	2,388
Lansing CC	1,065	1,065	1,080
Lawrence Tech U	4,500	5,430	0
Lewis C of Business	4,700	4,700	0
Macomb CC	1,208	1,290	1,080
Madonna U	3,720	4,050	0
Michigan Christian C	4,200	4,430	0
Michigan St U	3,272	3,474	5,224

	1990-91	1991-92	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
MICHIGAN—Continued			
Michigan Tech U	$2,541	$2,916	$3,639
Mid Michigan CC	1,070	1,130	930
Monroe County CC	750	830	370
Montcalm CC	984	1,104	900
North Central Michigan C	1,110	1,202	568
Northern Michigan U	1,966	2,120	1,920
Northwestern Michigan C	1,365	1,545	1,224
Northwood Inst	7,500	8,220	0
Oakland CC	1,160	1,160	1,530
Olivet C	7,360	7,890	0
Reformed Bible C	4,800	5,236	0
Sacred Heart Major Sem C and Theologate	2,920	3,020	0
Saginaw Valley St U	2,131	2,348	2,468
Saint Mary's C	3,850	4,170	0
Schoolcraft C	1,165	1,408	1,004
Siena Heights C	6,600	7,170	0
Southwestern Michigan C	1,080	1,080	600
Spring Arbor C	7,246	7,556	0
Suomi C	6,900	7,400	0
U of Detroit Mercy	8,890	9,550	0
U Michigan			
Ann Arbor	3,502	3,846	9,108
Dearborn	2,526	2,844	6,272
Flint	2,240	2,380	5,696
Washtenaw CC	1,030	1,035	1,020
Wayne County CC	1,014	1,036	900
West Shore CC	982	1,044	1,050
Western Michigan U	2,276	2,570	3,470
William Tyndale C	4,580	4,580	0
MINNESOTA			
Alexandria Tech C	$1,549	$1,609	$1,550
Augsburg C	9,582	10,245	0
Bethany Lutheran C	5,610	6,515	0
Bethel C	9,250	9,950	0
Carleton C	15,160	16,296	0
C of Associated Arts	6,250	6,650	0
C of Saint Benedict	9,510	10,135	0
C of Saint Catherine	9,416	9,984	0
Saint Mary's campus	7,105	7,530	0
C of Saint Scholastica	9,192	9,921	0
Concordia C Moorhead	8,125	8,690	0
Concordia C Saint Paul	7,800	8,268	0
Dakota County Tech C	1,520	1,601	1,575
Dr Martin Luther C	3,132	3,419	0
Gustavus Adolphus C	11,000	11,900	0
Hamline U	10,875	11,550	0
Macalester C	12,471	13,331	0
Minneapolis C of Art Design	9,640	10,340	0
Minnesota CC's Sys			
Anoka-Ramsey CC	1,474	1,598	1,598
Arrowhead CC Region			
Hibbing CC	1,474	1,598	1,598
Itasca CC	1,474	1,598	1,598
Mesabi CC	1,474	1,598	1,598
Rainy River CC	1,474	1,600	1,598
Vermilion CC	1,474	1,598	1,598
Austin CC	1,474	1,598	1,598
Brainerd CC	1,474	1,598	1,598
Fergus Falls CC	1,474	1,598	1,598
Inver Hills CC	1,474	1,598	1,598
Lakewood CC	1,474	1,598	1,598
Minneapolis CC	1,476	1,600	1,598
Normandale CC	1,474	1,598	1,598
North Hennepin CC	1,474	1,598	1,598
Northland CC	1,474	1,598	1,598
Rochester CC	1,474	1,598	1,598
Willmar CC	1,572	1,598	1,598
Worthington CC	1,474	1,598	1,598
Minnesota Bible C	2,925	2,925	0
National C	3,585	4,179	0
National Ed Ctr Brown Inst	5,500	5,750	0
North Central Bible C	4,690	5,070	0
Northwest Tech Inst	5,905	6,505	0
Northwestern C	8,310	9,096	0
NW Electronics Inst	2,673	4,096	0
Oak Hills Bible C	n/a	3,945	0
Pillsbury Baptist Bible C	3,500	3,650	0
Saint John's U	9,510	10,085	0
Saint Mary's C	8,685	9,225	0
Saint Olaf C	11,200	12,080	0
Saint Paul Bible C	6,390	6,420	0
Saint Paul Tech C	1,530	1,550	1,505
St U Sys of Minnesota			
Bemidji St U	1,884	2,033	1,532
Mankato St U	1,868	1,998	1,532
Metropolitan St U	1,654	1,817	1,532
Moorhead St U	1,850	1,998	1,532
Saint Cloud St U	1,868	2,002	1,532
Southwest St U	1,874	2,084	1,532
Winona St U	1,884	2,072	1,532
U of Minnesota			
Twin Cities	2,587	2,829	4,826
Crookston	2,535	2,675	4,826
Duluth	2,501	2,750	4,826
Morris	2,486	2,789	4,826
Waseca	2,416	2,654	4,826
U of Saint Thomas	9,772	10,568	0
Willmar Tech C	1,474	1,586	1,550
MISSISSIPPI			
Alcorn St U	$1,750	$2,068	$1,462
Blue Mountain C	3,248	3,372	0
Clarke C	3,280	3,520	0
Copiah-Lincoln CC	700	850	980
Delta St U	1,706	2,000	1,462
East Central CC	750	800	1,200
Holmes CC	704	804	1,000
Itawamba CC	720	800	880
Jackson St U	1,786	2,028	1,462
Jones County JC	606	700	1,000
Magnolia Bible C	n/a	2,260	0
Mary Holmes C	4,100	4,100	0
Meridian CC	720	820	980
Millsaps C	9,170	9,710	0
Mississippi C	4,708	5,010	0
Mississippi Delta CC	670	770	1,000
Mississippi Gulf Coast CC			
Jackson County	760	860	900
Jefferson Davis	760	860	900
Perkinston	760	860	900
Mississippi St U	2,061	2,223	1,462
Mississippi U for Women	1,840	2,043	1,462
Mississippi Valley St U	1,725	1,952	1,462

	1990-91	1991-92	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
MISSISSIPPI—Continued			
Northeast Mississippi CC	$700	$770	$880
Pearl River CC	710	710	906
Phillips JC of the Mississippi Gulf Coast	3,800	4,450	0
Rust C	4,152	4,152	0
Southeastern Baptist C	2,220	2,220	0
Southwest Mississippi CC	650	750	1,050
Tougaloo C	4,310	4,620	0
U of Mississippi			
Main campus	2,059	2,221	1,462
Med Ctr	1,700	1,887	1,462
U of Southern Mississippi	1,948	2,108	1,462
Wesley C	1,800	1,800	0
Wood JC	2,100	2,400	0
MISSOURI			
Avila C	$6,580	$7,380	$0
Baptist Bible C	1,570	1,780	0
Basic Inst of Tech	5,175	5,175	0
Berean C	1,770	1,770	0
Calvary Bible C	3,100	3,400	0
Central Bible C	3,100	3,240	0
Central Christian C	2,349	2,710	0
Central Methodist C	6,360	6,710	0
Central Missouri St U	1,680	1,860	1,710
C of the Ozarks	100	100	0
Columbia C	6,498	6,824	0
Cottey C	4,300	4,500	0
Culver-Stockton C	6,260	6,650	0
Deaconess C of Nursing	5,110	5,305	0
DeVry Inst Tech	4,745	5,015	0
Drury C	6,890	7,510	0
East Central C	642	765	690
Evangel C	5,728	6,178	0
Fontbonne C	7,050	7,470	0
Hannibal-La Grange C	4,650	4,650	0
Harris Stowe St C	1,335	1,490	1,410
ITT Tech Inst	5,145	5,367	0
Jefferson C	720	720	720
Kansas City Art Inst	10,210	10,315	0
Kemper Military Sch and C	7,600	7,600	0
Lincoln U	1,340	1,340	1,320
Lindenwood C	7,680	8,180	0
Maryville C	7,350	7,800	0
Metropolitan CC's Sys			
Longview CC	930	1,050	1,470
Maple Woods CC	930	1,050	1,470
Penn Valley CC	990	1,050	1,470
Mineral Area C	750	750	600
Missouri Baptist C	5,670	5,670	0
Missouri Southern St C	1,522	1,532	1,182
Missouri Valley C	7,479	7,479	0
Missouri Western St C	1,446	1,648	1,584
Moberly Area CC	570	660	1,980
National C Kansas City	4,980	5,835	0
North Central Missouri C	720	825	1,035
Northeast Missouri St U	1,608	1,800	1,704
Northwest Missori St U	1,500	1,590	1,290
Ozark Christian C	2,460	3,341	0
Park C	6,200	6,820	0
Phillips JC	4,498	4,498	0
Platt JC	4,750	4,750	0
Ranken Tech C	n/a	7,675	0
Research C of Nursing	7,700	8,380	0
Rockhurst C	7,720	8,400	0
Saint Charles CC	n/a	832	1,200
Saint Louis C of Pharmacy	5,375	5,925	0
Saint Louis CC			
Florissant Valley	930	930	630
Forest Park	930	1,020	630
Meramec	930	1,020	630
Saint Louis U	8,480	9,160	0
Southeast Missouri St U	1,560	1,786	1,440
Southwest Baptist U	5,905	6,192	0
Southwest Missouri St U	1,790	1,966	1,860
State Fair CC	660	720	1,530
Stephens C	10,425	11,475	0
Three Rivers CC	750	750	960
U of Missouri			
Columbia	1,928	2,325	4,023
Kansas City	2,012	2,351	4,023
Rolla	2,162	2,436	4,023
Saint Louis	1,944	2,272	4,023
Washington U	14,925	16,110	0
Webster U	6,700	7,300	0
Westminster C	7,720	8,400	0
William Jewell C	7,450	8,300	0
William Woods C	7,400	8,140	0
MONTANA			
Blackfeet CC	$1,281	$1,281	$0
Carroll C	6,174	6,570	0
C of Great Falls	4,015	4,330	0
Dawson CC	774	774	864
Dull Knife Memorial C	765	765	0
Flathead Valley CC	936	936	666
Fort Peck CC	990	990	0
Little Big Horn C	975	975	0
Miles CC	756	864	696
Montana U Sys			
Eastern Montana C	1,389	1,524	2,061
Montana C of Mineral Science and Tech	1,306	1,426	2,451
Montana St U	1,390	1,543	2,451
Northern Montana C	1,272	1,440	2,061
U of Montana	1,474	1,582	2,451
Western Montana C	1,274	1,373	2,061
Rocky Mountain C	6,206	7,212	0
Salish Kootenai C	1,302	1,302	0
Stone Child C	n/a	1,630	0
NEBRASKA			
Bellevue C	$2,590	$2,805	$0
Central CC	960	960	420
Chadron St C	1,376	1,488	900
C of Saint Mary	7,250	7,760	0
Concordia C	6,470	7,110	0
Creighton U	8,266	8,996	0
Dana C	6,950	7,370	0
Doane C	7,830	8,320	0
Grace C of the Bible	3,400	3,740	0
Hastings C	7,490	8,090	0
Lincoln Sch of Commerce	4,800	5,250	0
Metropolitan CC	878	878	878
Mid-Plains Tech CC Area McCook CC	750	780	135

	1990-91	1991-92	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
NEBRASKA—Continued			
Mid-Plains Tech CC Area, cont.			
Mid-Plains CC	$720	$755	$150
Midland Lutheran C	7,590	8,100	0
Nebraska Christian C	2,440	2,440	0
Nebraska Indian CC	1,680	1,350	0
Nebraska Methodist C of Nursing & Allied Health	n/a	3,160	0
Nebraska Wesleyan U	7,716	8,228	0
Northeast CC	846	876	135
Peru SC	1,380	1,422	900
Southeast CC			
Beatrice	974	1,034	315
Lincoln	947	1,004	315
Milford	959	1,004	315
Union C	7,350	7,720	0
U of Nebraska			
Kearney	1,420	1,570	900
Lincoln	1,915	2,032	2,940
Med Ctr	1,731	1,842	2,940
Omaha	1,530	1,675	2,640
Wayne St C	1,421	1,465	900
Western Nebraska CC			
Scottsbluff	945	1,035	60
Sidney	945	1,035	60
York C	3,380	3,380	0
NEVADA			
Sierra Nevada C	$6,150	$6,750	$0
U of Nevada Sys			
Las Vegas	1,380	1,470	3,600
Reno	1,380	1,470	3,600
Clark County CC	720	780	3,000
Northern Nevada CC	740	780	3,000
Truckee Meadows CC	720	780	3,000
Western Nevada CC	720	780	3,000
NEW HAMPSHIRE			
Castle JC	$3,850	$4,050	$0
Colby-Sawyer C	11,415	12,185	0
Daniel Webster C	9,830	10,440	0
Dartmouth C	15,372	16,335	0
Franklin Pierce C	10,470	11,190	0
Hesser C*	5,295	5,600	0
McIntosh C	n/a	3,370	0
New England C	10,570	11,290	0
New Hampshire C	9,408	10,008	0
NH Tech C Berlin	1,890	2,010	2,690
NH Tech C Claremont	1,930	2,020	2,690
NH Tech C Laconia	1,925	2,020	2,690
NH Tech C Manchester	1,920	2,030	2,690
NH Tech C Nashua	1,900	2,040	2,690
NH Tech C Stratham	1,895	2,020	2,690
New Hampshire Tech Inst	2,000	2,126	2,700
Notre Dame C	7,630	8,306	0
Rivier C	8,110	8,750	0
Saint Anselm C	9,720	10,460	0
U Sys of New Hampshire			
U of New Hampshire	3,558	3,745	6,550
Keene St C	2,539	2,690	4,160
Plymouth St C	2,574	2,716	4,160
Sch for Lifelong Learning	2,870	3,000	0
U of NH Manchester	2,570	2,680	5,080
White Pines C	5,950	6,450	0
NEW JERSEY			
Assumption C for Sisters	$1,200	$1,200	$0
Atlantic CC	1,224	1,308	2,808
Bergen CC	1,242	1,380	3,600
Berkeley C of Business	7,475	8,115	0
Beth Medrash Govoha	3,000	3,100	0
Bloomfield C	7,150	7,475	0
Brookdale CC	1,298	1,462	3,816
Burlington County C	1,125	1,275	2,160
Caldwell C	7,200	7,600	0
Camden County C	1,154	1,350	60
Centenary C	9,590	10,540	0
C of Saint Elizabeth	8,850	9,550	0
County C of Morris	1,330	1,426	2,078
Cumberland County C	1,205	1,442	4,960
Drew U	14,926	16,502	0
Essex County C	1,733	1,830	3,180
Fairleigh Dickinson U			
Edward Williams	8,275	8,964	0
Florham-Madison	8,862	9,753	0
Rutherford	8,862	9,916	0
Teaneck-Hackensack	8,862	9,917	0
Felician C	6,500	6,950	0
Georgian Court C	6,680	7,300	0
Glassboro St C	2,302	2,506	792
Gloucester County C	1,350	1,470	3,960
Hudson County CC	1,240	1,630	1,470
Jersey City St C	2,212	2,422	780
Katharine Gibbs Sch	7,045	7,345	0
Kean C of New Jersey	2,010	2,220	690
Mercer County CC	1,210	1,440	3,510
Middlesex County C	1,244	1,484	1,200
Monmouth C	10,020	10,700	0
Montclair St C	2,255	2,454	1,008
Ocean County C	1,226	1,484	1,290
Passaic County CC	1,283	1,853	1,650
Princeton U	15,440	16,570	0
Ramapo C of New Jersey	2,505	2,894	1,350
Raritan Valley CC	1,242	1,380	3,600
Rider C	10,120	10,120	0
Rutgers U			
Camden C	3,279	3,670	3,224
C of Nursing	3,274	3,641	3,224
C of Engineering	3,753	4,164	3,576
C of Pharmacy	3,753	4,164	3,576
Cook C	3,766	4,166	3,576
Douglass C	3,424	3,782	3,224
Livingston C	3,444	3,835	3,224
Mason Gross	3,437	3,822	3,224
Newark C	3,281	3,648	3,224
Rutgers C	3,432	3,846	3,224
Saint Peter's C	6,683	7,590	0
Salem CC	1,227	1,388	300
Seton Hall U	9,790	10,450	0
Stevens Inst of Tech	14,325	15,030	0
Stockton St C	2,100	2,310	600
Sussex County CC	n/a	1,440	2,544
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FACT FILE: 1991-92 Tuition and Fees at More Than 2,900 Colleges and Universities—Continued

	1990-91	1991-92	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
NEW JERSEY—Continued			
Warren County CC	$1,150	$1,620	$3,000
Westminster Choir C	10,600	11,100	0
William Patterson C	2,190	2,491	750
NEW MEXICO			
Albuquerque Tech-Voc Inst	$843	$843	$1,404
C of Santa Fe	7,549	8,314	0
C of the Southwest	2,250	2,572	0
Eastern New Mexico U			
Main campus	1,230	1,278	3,234
Inst of American Indian & Alaska Native Culture and Arts Development	2,365	2,365	0
National C	4,290	5,472	0
New Mexico Highlands U	1,179	1,035	1,620
New Mexico Inst of Mining and Tech	1,392	1,512	3,572
New Mexico JC	380	385	480
New Mexico Military Inst	1,210	1,215	1,425
New Mexico St U			
Main campus	1,488	1,594	3,696
Carlsbad	600	610	1,224
Dona Ana	576	624	1,224
Northern New Mexico CC	468	468	948
Parks C	4,320	4,320	0
San Juan C	360	450	300
St John's C	13,015	14,262	0
Southwestern Indian Polytech Inst	n/a	90	0
U of New Mexico			
Main campus	1,453	1,554	3,699
Gallup	552	552	816
NEW YORK			
Adelphi U	$9,450	$10,420	$0
Albany C of Pharmacy	6,841	7,375	0
Alfred U	12,985	14,110	0
American Acad McAllister Inst of Funeral Service	4,810	4,885	0
American Acad of Dramatic Arts	6,675	7,175	0
Bard C	15,710	17,215	0
Berkeley C	7,425	8,025	0
Berkeley Sch of New York	7,455	8,655	0
Boricua C	4,929	4,929	0
Bramson ORT Tech Inst	4,010	5,152	0
Briarcliffe C of Business	5,925	6,475	0
Bryant & Stratton Business Inst Buffalo	4,704	4,992	0
Bryant & Stratton Business Inst Syracuse	4,744	5,032	0
Bryant & Stratton Business Inst Albany	4,704	5,142	0
Bryant & Stratton Business Inst Rochester	4,854	5,142	0
Canisius C	8,402	8,902	0
Catholic Med Ctr Sch of Brooklyn and Queens of Nursing	3,000	3,000	0
Cazenovia C	7,974	8,350	0
Central City Business Inst	4,370	4,670	0
City U of New York			
Baruch C	1,350	1,950	2,600
Borough of Manhattan CC	1,305	1,830	576
Bronx CC	1,325	1,850	576
Brooklyn C	1,355	1,955	2,600
City C	1,345	1,945	2,600
C of Staten Island	1,356	1,956	2,600
Hostos CC	1,299	1,824	576
Hunter C	1,342	1,953	2,600
John Jay C of Criminal Justice	1,350	1,950	2,600
Kingsborough CC	1,315	1,840	576
La Guardia CC	1,326	1,852	576
Lehman C	1,340	1,940	2,600
Medgar Evers C	1,277	1,802	576
New York City Tech C	1,299	1,899	2,600
Queens C	1,432	1,950	2,600
Queensborough CC	1,320	1,845	576
York C	1,322	1,932	2,600
Clarkson U	12,895	13,675	0
Cochran Sch of Nursing	7,350	7,420	0
Colgate U	15,065	16,240	0
C for Human Services	8,505	9,180	0
C of Aeronautics	5,400	5,400	0
C of Insurance	8,070	8,574	0
C of Mount Saint Vincent	8,940	9,810	0
C of New Rochelle	9,300	9,750	0
C of Saint Rose	7,940	8,510	0
Columbia U			
Columbia C	14,802	15,858	0
Engr & Applied Sciences	14,902	15,966	0
General Studies	13,890	14,092	0
Nursing	14,340	15,860	0
Barnard C	14,890	15,874	0
Concordia C	7,540	8,370	0
Cooper Union	300	300	0
Cornell U	15,164	16,214	0
Culinary Inst of America	9,890	10,445	0
Daemen C	7,570	7,920	0
Dominican C of Blauvelt	6,250	6,890	0
Dowling C	7,130	8,000	0
D'Youville C	7,530	7,900	0
Elmira C	10,100	11,330	0
Eugene Lang C New Sch for Social Research	10,980	11,944	0
Five Towns C	5,200	5,600	0
Fordham U	10,350	11,112	0
Friends World C	9,000	10,050	0
Hamilton C	15,850	16,650	0
Hartwick C	12,300	13,450	0
Helene Fuld Sch of Nursing	5,132	5,538	0
Hilbert C	5,430	5,900	0
Hobart C	15,296	16,277	0
Hofstra U	9,090	9,790	0
Holy Trinity Orthodox Sem	900	900	0
Houghton C	8,123	8,676	0
Inst of Design and Construction	2,740	2,740	0
Interboro Inst	4,828	7,528	0
Iona C	8,270	9,090	0
Ithaca C	11,070	11,946	0
Jamestown Business C	4,325	4,625	0
Jewish Theol Sem	5,920	5,950	0
Juilliard Sch	9,450	10,350	0

	1990-91	1991-92	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
NEW YORK—Continued			
Kehilath Yakov Rabbinical Sem	$3,900	$3,900	$0
Keuka C	7,660	8,120	0
King's C	7,960	8,310	0
Kol Yaakov Torah Ctr	n/a	3,000	0
Laboratory Inst of Merchandising	7,850	8,450	0
Le Moyne C	8,410	9,290	0
Long Island C Hospital Sch of Nursing	3,900	4,500	0
Long Island U			
Brooklyn	8,350	8,350	0
C W Post	9,170	10,010	0
Southampton	9,210	10,050	0
Machzikei Hadath Rabbinical C	4,200	4,200	0
Manhattan C	10,000	11,100	0
Manhattan Sch of Music	9,650	10,250	0
Manhattanville C	11,660	12,660	0
Mannes C of Music	9,400	10,180	0
Maria C	3,850	4,060	0
Marist C	8,465	9,105	0
Marymount C	9,415	10,200	0
Marymount Manhattan C	8,800	8,800	0
Mater Dei C	4,255	4,615	0
Medaille C	6,630	7,180	0
Mercy C	6,600	6,600	0
Mesivta of Eastern Parkway Rabbinical Sem	3,800	4,000	0
Mirrer Yeshiva Central Inst	2,250	2,250	0
Molloy C	7,600	8,100	0
Monroe C	4,390	4,390	0
Mount Saint Mary C	6,940	7,360	0
Nazareth C of Rochester	8,150	9,080	0
New York Sch of Interior Design	9,200	9,200	0
New York U	14,520	15,620	0
Niagara U	8,242	9,030	0
Nyack C	7,010	7,430	0
Ohr Somayach Inst	3,000	3,000	0
Olean Business Inst	3,888	4,080	0
Pace U			
New York	8,754	9,494	0
Pleasantville-Briarcliff	8,754	9,368	0
White Plains	8,754	9,494	0
Parsons Sch of Design	11,190	12,190	0
Paul Smith's C of Arts and Sciences	7,584	8,320	0
Phillips Beth Israel Sch of Nursing	3,945	4,745	0
Plaza Business Inst	4,630	5,005	0
Polytechnic U			
Brooklyn	13,110	14,100	0
Long Island	13,110	14,100	0
Pratt Inst	10,822	11,406	0
Rabbinical C Bobover Yeshiva B'nei Zion	n/a	3,600	0
Rabbinical Sem Adas Yereim	3,500	3,500	0
Rabbinical Sem M'Kor Chaim	3,600	3,600	0
Rabbinical Sem of America	3,000	3,000	0
Rensselaer Polytechnic Inst	14,725	15,625	0
Rika Breuer Teachers Sem	1,600	1,600	0
Roberts Wesleyan C	8,082	8,510	0
Rochester Business Inst	4,800	4,800	0
Rochester Inst of Tech	11,154	12,018	0
Russell Sage C	9,500	10,700	0
Sage JC of Albany	5,720	6,120	0
Saint Bonaventure U	8,582	9,067	0
St Francis C	5,500	6,230	0
St John Fisher C	8,500	9,225	0
Saint John's U	7,000	7,530	0
Saint Joseph's C			
Brooklyn	5,760	6,290	0
Suffolk	5,833	6,506	0
St Joseph's Hospital Health Ctr Sch of Nursing	n/a	3,948	0
St Lawrence U	14,710	15,735	0
St Thomas Aquinas C	6,200	6,750	0
Sarah Lawrence C	15,530	16,750	0
Sch of Visual Arts	10,240	10,810	0
Siena C	8,275	9,060	0
Skidmore C	14,676	16,000	0
St U of New York			
Albany	1,485	2,285	3,600
Binghamton	1,553	2,443	3,600
Buffalo	1,525	2,325	3,600
Oswego	1,475	2,285	3,600
Purchase	1,505	2,305	3,600
Stony Brook	1,495	2,411	3,600
Empire St C	1,387	2,387	3,600
C at Brockport	1,586	2,391	3,600
C at Buffalo	1,465	2,335	3,600
C at Cortland	1,532	2,332	3,600
C at Fredonia	1,529	2,393	3,600
C at Geneseo	1,545	2,445	3,600
C at New Paltz	1,495	2,331	3,600
C at Old Westbury	1,445	2,390	3,600
C at Oneonta	1,570	2,370	3,600
C at Plattsburgh	1,485	2,365	3,600
C at Potsdam	1,490	2,290	3,600
Health Science Ctr Brooklyn	1,465	2,250	3,600
Health Science Ctr Syracuse	1,475	2,275	3,600
Health Science Ctr Stony Brook	1,495	2,295	3,600
C of Tech Alfred	1,525	2,400	3,600
C of Tech Canton	1,525	2,330	3,600
C of A&T Cobleskill	1,505	2,444	3,600
C of Tech Delhi	1,485	2,285	3,600
C of Tech Farmingdale	1,607	2,407	3,600
C of A&T Morrisville	1,545	2,350	3,600
C of Environmental Science and Forestry	1,440	2,437	3,600
Maritime C	1,615	2,415	3,600
Fashion Inst of Tech	1,560	1,860	2,400
Inst of Tech	1,509	2,309	3,600
Adirondack CC	1,417	1,578	1,450
Broome CC	1,400	1,591	1,500
Cayuga County CC	1,452	1,833	1,650
Clinton CC	1,403	1,503	1,400
Columbia-Greene CC	1,396	1,739	1,686
CC of the Finger Lakes	1,470	1,775	1,650

	1990-91	1991-92	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
NEW YORK—Continued			
St U of New York, cont.			
Corning CC	$1,455	$1,916	$1,750
Dutchess CC	1,445	1,645	1,550
Erie CC			
City	1,424	1,604	1,530
North	1,424	1,604	1,530
South	1,424	1,604	1,530
Fulton-Montgomery CC	1,445	1,807	1,750
Genesee CC	1,350	1,660	1,550
Herkimer County CC	1,470	1,630	1,500
Hudson Valley CC	1,299	1,425	1,500
Jamestown CC	1,468	1,800	1,600
Jefferson CC	1,491	1,550	1,400
Mohawk Valley CC	1,451	1,800	1,900
Monroe CC	1,437	1,930	1,750
Nassau CC	1,440	1,695	1,650
Niagara County CC	1,340	1,680	1,600
North Country CC	1,485	1,655	1,550
Onondaga CC	1,434	1,628	3,080
Orange County CC	1,435	1,740	1,650
Rockland CC	1,451	1,853	1,750
Schenectady Co CC	1,453	1,653	1,550
Suffolk County CC			
Ammerman	1,458	1,682	1,570
Eastern	n/a	1,682	1,570
Western	n/a	1,682	1,570
Sullivan County CC	1,486	1,800	1,650
Tompkins-Cortland CC	1,518	1,795	1,650
Ulster County CC	1,449	1,749	1,650
Westchester CC	1,503	1,682	388
Stenotype Acad	6,200	6,500	0
Syracuse U	12,120	12,957	0
Utica C	9,770	10,536	0
Talmudical Sem Oholei Torah	4,300	4,400	0
Tech Career Insts	5,450	5,450	0
Tobe-Coburn Sch of Fashion Careers	8,500	9,975	0
Trocaire C	4,850	5,050	0
Union C	14,578	15,579	0
U S Military Acad	0	0	0
United Talmudical Acad	2,800	4,000	0
U of Rochester	14,555	15,511	0
Eastman Sch of Music	13,370	14,285	0
U of St of NY Regents C Degrees	425	450	0
Utica Sch of Commerce	4,080	4,080	0
Vassar C	15,190	16,510	0
Villa Maria C of Buffalo	4,860	5,210	0
Wadhams Hall Sem and C	3,495	3,650	0
Wagner C	9,280	10,050	0
Wells C	11,940	12,750	0
Westchester Business Inst	7,590	8,205	0
William Smith C	15,296	16,376	0
Wood Sch	7,545	8,035	0
Yeshiva Derech Chaim	4,000	4,000	0
Yeshiva Gedolath Zichron Moshe	4,800	4,800	0
Yeshiva Karlin Stolin Beth Aron Y'Israel Rabbinical Inst	2,750	3,000	0
Yeshiva of Nitra Rabbinical C	3,000	3,000	0
Yeshiva U	10,330	11,195	0
NORTH CAROLINA			
Alamance CC	$330	$501	$4,032
Anson CC	448	511	4,032
Asheville Buncombe Tech CC	336	504	4,032
Barton C	5,730	6,173	0
Beaufort County CC	333	501	4,032
Belmont Abbey C	6,940	7,870	0
Bladen CC	341	509	4,032
Blanton's JC	4,025	4,025	0
Blue Ridge CC	336	504	4,032
Brevard C	4,680	4,700	0
Brunswick CC	339	507	4,032
Caldwell CC and Tech Inst	330	498	4,032
Campbell U	6,844	7,150	0
Cape Fear CC	342	510	4,032
Carteret CC	331	499	4,032
Catawba C	7,300	7,700	0
Catawba Valley CC	333	501	4,032
Cecils C	3,760	3,760	0
Central Carolina CC	336	504	4,032
Central Piedmont CC	323	491	4,032
Chowan C	4,500	5,380	0
Cleveland CC	339	507	4,032
Coastal Carolina CC	336	504	4,032
C of the Albemarle	345	511	4,032
Craven CC	342	510	4,032
Davidson C	12,442	13,680	0
Davidson County CC	338	506	4,032
Duke U	14,133	15,101	0
Durham Tech CC	330	498	4,032
East Coast Bible C	3,005	3,280	0
Edgecombe CC	333	501	4,032
Elon C	6,770	7,520	0
Fayetteville Tech CC	324	495	4,032
Forsyth Tech CC	339	508	4,032
Gardner-Webb C	6,220	6,720	0
Gaston C	345	513	4,032
Greensboro C	6,201	6,830	0
Guilford C	9,540	10,470	0
Guilford Tech CC	338	510	4,032
Halifax CC	336	501	4,032
Haywood CC	335	503	4,032
High Point C	6,085	6,710	0
Isothermal CC	345	513	4,032
James Sprunt CC	339	507	4,032
John Wesley C	3,275	3,569	0
Johnson C Smith U	5,671	5,876	0
Johnston CC	336	504	4,032
Lees-McRae C	5,456	6,098	0
Lenoir CC	342	510	4,032
Lenoir-Rhyne C	7,900	8,584	0
Louisburg C	5,089	5,639	0
Mars Hill C	6,250	6,650	0
Martin CC	330	498	4,032
Mayland CC	333	501	4,032
Meredith C	5,310	5,720	0
Methodist C	7,200	7,700	0
Mitchell CC	342	510	4,032
Montgomery CC	327	499	4,032
Montreat-Anderson C	5,250	5,832	0

	1990-91	1991-92	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
NORTH CAROLINA—Continued			
Mount Olive C	$5,495	$6,600	$0
North Carolina Wesleyan C	6,730	7,160	0
Pamlico CC	330	498	4,032
Peace C	4,225	4,545	0
Phillips JC Fayetteville	4,498	4,498	0
Phillips JC Greensboro	4,498	4,598	0
Phillips JC Hardbarger	4,010	4,498	0
Piedmont Bible C	2,970	3,190	0
Piedmont CC	333	501	4,032
Pitt CC	333	501	4,032
Queens C	8,500	9,300	0
Randolph CC	337	505	4,032
Richmond CC	342	510	4,032
Roanoke Bible C	2,480	2,800	0
Roanoke-Chowan CC	339	507	4,032
Robeson CC	333	501	4,032
Rockingham CC	342	510	4,032
Rowan-Cabarrus CC	339	507	4,032
Salem C	9,075	9,075	0
Sampson CC	345	513	4,032
Sandhills CC	339	483	4,032
Southeastern Baptist Theol Sem	n/a	975	0
Southeastern CC	344	512	4,032
Southwestern CC	339	507	4,032
St Andrews Presbyterian C	8,150	8,875	0
St Augustine's C	4,650	4,950	0
St Mary's C	5,540	6,265	0
Stanly CC	333	504	4,032
Surry CC	333	501	4,032
Tri-County CC	328	496	4,032
U of North Carolina			
Appalachian St U	1,160	1,263	5,054
East Carolina U	1,140	1,204	5,054
Elizabeth City St U	1,077	1,150	4,474
Fayetteville St U	981	1,096	5,054
North Carolina A&T St U	1,113	1,228	5,054
North Carolina Central U	1,054	1,169	5,054
NC Sch of the Arts	1,437	1,630	6,459
North Carolina St U	1,109	1,254	5,868
Pembroke St U	841	914	4,474
Winston-Salem St U	987	1,060	4,474
Western Carolina U	1,114	1,333	5,054
Asheville	1,043	1,116	4,474
Chapel Hill	1,059	1,213	5,868
Charlotte	1,032	1,147	5,054
Greensboro	1,363	1,492	5,868
Wilmington	1,187	1,302	5,054
Vance-Granville CC	342	510	4,032
Wake Forest U	9,700	10,800	0
Wake Tech CC	324	492	4,032
Warren Wilson C	7,500	8,515	0
Wayne CC	342	510	4,032
Western Piedmont CC	337	505	4,032
Wilkes CC	341	503	4,032
Wilson TCC	330	498	4,032
Wingate C	5,670	6,120	0
NORTH DAKOTA			
Fort Bethold CC	$1,340	$1,340	$0
Jamestown C	6,420	6,670	0
Little Hoop CC	1,130	1,130	0
Medcenter One C of Nursing	n/a	5,110	0
North Dakota U Sys			
U of ND main campus	2,040	2,146	3,108
ND St U main campus	2,040	2,108	3,285
Dickinson St U	1,659	1,706	2,550
Mayville St U	1,684	1,755	2,550
Minot St U	1,653	1,701	2,550
ND St C of Science	1,560	1,563	2,424
ND St U Bottineau	1,615	1,699	2,430
Valley City St U	1,638	1,707	2,550
Bismarck St C	1,596	1,596	2,424
U of ND Lake Region	1,632	1,632	2,424
U of ND Williston	1,678	1,678	2,424
Standing Rock C	1,720	1,720	0
Trinity Bible C	4,340	4,608	0
Turtle Mountain CC	1,152	1,152	0
United Tribes Tech C	2,375	2,375	0
U of Mary	5,270	5,650	0
OHIO			
Antioch C	$12,960	$14,430	$0
Antioch Sch for Adult Learning	5,580	7,650	0
Antonelli Inst of Art and Photography	6,590	7,990	0
Art Acad of Cincinnati	6,500	7,200	0
Ashland U	9,236	9,966	0
Baldwin-Wallace C	9,225	9,945	0
Belmont Tech C	1,020	1,530	630
Bl[illegible] C	4,450	5,900	0
Bl[illegible]n C	7,650	8,100	0
Bowling Green St U			
Main campus	2,808	3,060	3,664
Firelands C	2,166	2,390	3,664
Bradford Sch	7,050	7,520	0
Bryant & Stratton Business Inst	4,704	4,729	0
Capital U	10,360	11,085	0
Case Western Reserve U	12,800	13,710	0
Cedarville C	5,238	5,709	0
Central Ohio Tech C	1,822	2,205	990
Central St U	2,247	2,391	2,796
Chatfield C	3,570	3,870	0
Cincinnati Bible C and Sem	3,060	3,420	0
Cincinnati C of Mortuary Science	5,310	6,010	0
Cincinnati Metro C	3,950	4,670	0
Cincinnati Tech C	2,028	2,200	1,400
Circleville Bible C	3,575	3,825	0
Clark St CC	1,737	1,822	1,642
Cleveland C of Jewish Studies	3,015	3,015	0
Cleveland Inst of Art	10,300	10,500	0
Cleveland Inst of Music	11,005	12,270	0
Cleveland St U	2,397	2,682	2,682
C of Mount Saint Joseph	7,600	8,170	0
C of Wooster	12,480	13,410	0
Columbus C of Art and Design	7,400	8,200	0
Columbus St CC	1,619	1,656	1,944
Cuyahoga CC			
Eastern	1,293	1,350	2,250
Western	1,293	1,350	2,250

	1990-91	1991-92	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
OHIO—Continued			
Davis JC of Business	$4,500	$4,776	$0
Defiance C	7,900	8,690	0
Denison U	13,510	14,700	0
DeVry Inst of Tech	4,745	5,015	0
ETI Tech C	3,910	3,885	0
Franciscan U of Steubenville	6,500	7,190	0
Franklin U	3,630	3,870	0
God's Bible Sch and C	2,750	2,720	0
Heidelberg C	10,910	11,680	0
Hiram C	11,241	12,165	0
Hocking Tech C	1,563	1,656	1,641
ITT Tech Inst Dayton	6,822	7,225	0
ITT Tech Inst Youngstown	6,828	6,922	0
Jefferson Tech C	1,148	1,148	675
John Carroll U	8,512	9,600	0
Kent St U			
Main campus	3,006	3,300	3,270
Ashtabula	2,445	2,663	3,270
East Liverpool	2,445	2,663	3,270
Salem	2,445	2,663	3,270
Stark	2,445	2,663	3,270
Trumbull	2,445	2,663	3,270
Tuscarawas	2,445	2,663	3,270
Kenyon C	14,865	16,050	0
Kettering C of Med Arts	3,540	3,840	0
Lake Erie C	7,840	7,950	0
Lakeland CC	1,536	1,671	2,295
Lima Tech C	1,575	1,725	1,731
Lorain County CC	1,704	1,848	3,264
Lourdes C	5,430	5,750	0
Malone C	7,302	7,860	0
Marietta C	10,940	11,800	0
Marion Tech C	1,848	1,956	1,764
Miami U			
Hamilton	2,468	2,690	4,290
Middletown	2,468	2,690	4,290
Oxford	3,388	3,692	4,290
Miami-Jacobs C	3,645	3,645	0
Mount Union C	10,680	11,320	0
Mount Vernon Nazarene C	5,490	6,070	0
Muskingum Area Tech C	1,770	1,860	1,350
Muskingum C	11,185	11,855	0
North Central Tech C	2,268	2,376	2,052
Northwest Tech C	1,935	2,070	1,575
Notre Dame C	6,270	6,850	0
Oberlin C	15,645	16,817	0
Ohio Northern U	10,845	12,255	0
Ohio St U			
Ag Tech Inst	2,253	2,478	5,040
Columbus	2,343	2,478	5,040
Lima	2,253	2,478	5,040
U Mansfield	2,253	2,478	5,040
Marion	2,253	2,478	5,040
Newark	2,253	2,478	5,040
Ohio U			
Main campus	2,721	2,967	3,345
Belmont	2,199	2,397	3,345
Chillicothe	2,199	2,397	3,345
Ironton	2,199	2,214	96
Lancaster	2,199	2,397	3,345
Zanesville	2,199	2,397	3,345
Ohio Valley Business C	2,800	2,810	0
Ohio Wesleyan U	12,328	13,610	0
Otterbein C	10,095	10,800	0
Owens Tech C			
Findlay	1,615	1,615	1,285
Toledo	1,580	1,580	1,320
Pontifical C Josephinum	4,270	4,570	0
RETS Tech Ctr	4,932	6,600	0
Sinclair CC	1,305	1,305	1,575
Southern Ohio C	4,900	5,530	0
Southern St CC	1,881	1,869	1,599
Stark Tech C	1,858	1,965	900
Terra Tech C	1,596	1,596	2,226
Tiffin U	5,600	6,100	0
Union Inst	5,463	6,300	0
U of Akron	2,820	2,656	4,092
U of Cincinnati			
Main campus	2,838	3,096	4,764
Access C's	n/a	3,096	4,290
Clermont	2,706	2,850	4,470
Raymond Walters	2,706	2,850	4,470
U of Dayton	8,550	9,410	0
U of Findlay	8,064	9,064	0
U of Rio Grande	1,806	1,890	3,171
U of Toledo	2,526	2,788	3,743
Urbana U	7,046	7,476	0
Ursuline C	6,600	7,530	0
Virginia Marti C of Fashion and Art	6,940	6,940	0
Walsh C	6,096	6,220	0
Washington St CC	1,944	1,944	1,836
Wilberforce U	5,816	6,646	0
Wilmington C	8,160	8,680	0
Wittenberg U	12,072	13,491	0
Wright St U			
Main campus	2,469	2,649	2,649
Lake	2,196	2,364	2,649
Xavier U	9,000	9,700	0
Youngstown St U	2,190	2,415	1,656
OKLAHOMA			
Bacone C	$2,660	$2,730	$0
Bartlesville Wesleyan C	5,140	5,650	0
Cameron U	1,270	1,146	2,823
Carl Albert St C	864	975	1,590
Central St U	1,160	1,296	1,920
Connors St C	882	965	1,590
East Central U	1,190	1,328	1,928
Eastern Oklahoma St C	864	945	1,590
El Reno JC	864	930	1,590
Flaming Rainbow U	3,500	3,500	0
Hillsdale Free Will Baptist C	2,617	2,617	0
Langston U	1,233	1,318	1,920
Mid-America Bible C	3,872	4,438	0
Murray St C	879	945	1,590
Northeastern Okla A&M C	819	908	1,590
Northeastern St U	1,190	1,455	1,920
Northern Oklahoma C	810	870	1,590
Northwestern Okla St U	1,187	1,411	2,056
Oklahoma Baptist U	4,106	4,664	0
Oklahoma Christian U of Science and Arts	4,530	4,812	0
Oklahoma City CC	927	963	1,590
Oklahoma City U	4,858	5,310	0

	1990-91	1991-92	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
OKLAHOMA—Continued			
Oklahoma Panhandle St U	$1,261	$1,439	$1,927
Oklahoma St U			
Main campus	1,523	1,998	3,191
Okmulgee	1,133	1,213	2,790
Oklahoma City	1,103	1,184	2,790
Oral Roberts U	5,595	6,025	0
Phillips U	7,594	8,120	0
Rogers St C	917	990	1,590
Rose St C	782	907	1,590
Saint Gregory's C	3,700	4,100	0
Seminole JC	894	960	1,590
Southeastern Okla St U	1,175	1,340	2,029
Southern Nazarene U	4,990	5,340	0
Southwestern C of Christian Ministries	2,960	2,960	0
Southwestern Okla St U	1,160	1,290	1,920
Tulsa JC	864	930	1,590
U of Oklahoma			
Norman	1,527	1,845	3,000
Health Sciences Ctr	1,465	1,620	3,510
U of Science and Arts of Oklahoma	1,197	1,376	2,160
U of Tulsa	7,950	7,950	0
Western Oklahoma St C	819	930	1,590
OREGON			
Bassist C	$7,900	$8,400	$0
Blue Mountain CC	720	792	1,440
Central Oregon CC	750	780	2,760
Chemeketa CC	828	936	2,700
Clackamas CC	750	972	3,060
Clatsop CC	756	900	2,040
Columbia Christian C	5,460	6,443	0
Concordia C	7,380	8,070	0
Eugene Bible C	3,307	3,632	0
George Fox C	8,185	8,990	0
Lane CC	843	1,058	2,925
Lewis and Clark C	12,588	13,470	0
Linfield C	10,395	11,127	0
Linn-Benton CC	864	936	2,916
Mount Angel Sem	3,200	3,200	0
Mount Hood CC	750	990	2,925
Multnomah Sch of the Bible	4,950	5,090	0
Northwest Christian C	5,264	5,784	0
Ore St Sys of Higher Ed			
Eastern Oregon St C	1,764	2,361	0
Oregon Inst Tech	1,890	2,514	3,888
Oregon St U	1,878	2,505	4,011
Portland St U	1,917	2,538	4,[illegible]
Southern Oregon St C	1,824	2,425	3,33[illegible]
U of Oregon	1,965	2,598	4,410
Western Oregon St C	1,812	2,406	3,333
Pacific Northwest C of Art	6,234	6,690	0
Pacific U	10,477	10,477	0
Portland CC	750	972	2,943
Reed C	14,650	16,700	0
Rogue CC	894	968	2,052
Southwestern Oregon CC	792	936	1,872
Treasure Valley CC	735	894	864
Umpqua CC	900	1,053	4,032
U of Portland	8,355	9,080	0
Warner Pacific C	7,044	7,[illegible]11	0
Western Baptist C	6,375	7,150	0
Willamette U	10,730	11,480	0
PENNSYLVANIA			
Acad of the New Church	$3,228	$3,483	$0
Albright C	11,920	13,560	0
Allegheny C	14,000	14,850	0
Allentown C of Saint Francis De Sales	7,200	8,000	0
Alvernia C	6,218	6,958	0
American Inst of Design	13,650	15,315	0
Antonelli Inst of Art and Photography	6,590	7,225	0
Art Inst of Philadelphia	7,285	8,170	0
Art Inst of Pittsburgh	7,465	8,040	0
Baptist Bible C of Pa	4,979	4,979	0
Beaver C	10,015	10,960	0
Berean Inst	2,560	2,610	0
Bryn Mawr C	14,575	15,600	0
Bucknell U	14,800	15,650	0
Bucks County CC*	1,524	1,524	3,600
Cabrini C	7,740	8,830	0
Carlow C	8,336	8,752	0
Carnegie Mellon U	14,100	15,350	0
Cedar Crest C	11,130	12,210	0
Central Pa Business Sch	4,315	4,750	0
Chatham C	10,160	11,065	0
Chestnut Hill C	7,550	8,250	0
CHI Inst	5,630	6,055	0
Churchman Business Sch	3,670	3,970	0
C Misericordia	7,900	8,690	0
CC of Allegheny County			
Allegheny	1,329	1,398	2,544
Boyce	1,329	1,398	2,544
North	1,329	1,398	2,544
South	1,329	1,398	2,544
CC of Beaver County	1,310	1,460	3,420
Dean Inst of Tech	4,860	4,860	0
Delaware County CC	1,120	1,144	2,208
Delaware Valley C of Science and Agriculture	8,705	10,026	0
Dickinson C	14,600	15,550	0
Drexel U	10,119	10,859	0
DuBois Business C	4,450	4,450	0
Duquesne U	8,850	9,800	0
Eastern C	8,925	9,[illegible]05	0
Electronic Insts Middletown	3,950	3,950	0
Electronic Insts Pittsburgh	5,850	5,850	0
Elizabethtown C	10,700	11,650	0
Gannon U	8,000	8,680	0
Geneva C	7,184	7,605	0
Gettysburg C	15,280	16,500	0
Gratz C	3,200	3,5[illegible]	0
Grove City C	4,390	4,63[illegible]	0
Gwynedd-Mercy C	7,900	8,600	0
Hahnemann U	7,150	7,860	0
Harcum JC	6,008	6,608	0
Harrisburg Area CC	1,231	1,368	2,626
Haverford C	15,100	16,150	0
Holy Family C	6,500	7,000	0
Hussian Sch Art	5,425	5,635	0
Immaculata C	7,250	8,300	0
Johnson Tech Inst	3,995	4,385	0

	1990-91	1991-92	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
PENNSYLVANIA—Continued			
Juniata C	$11,520	$12,470	$0
Keystone JC	6,780	7,410	0
King's C	7,880	8,740	0
La Salle U	9,100	10,250	0
Lafayette C	14,000	15,475	0
Lancaster Bible C	6,160	6,560	0
Lansdale Sch of Business	4,320	4,560	0
Lebanon Valley C	10,650	11,750	0
Lehigh County CC*	1,365	1,455	3,060
Lehigh U	14,600	15,650	0
Lincoln Tech Inst	4,800	5,272	0
Luzerne County CC	1,440	1,470	2,640
Lycoming C	10,200	11,200	0
Marywood C	7,300	8,500	0
Mercyhurst C	8,125	8,745	0
Messiah C	8,070	8,700	0
Montgomery County CC	1,554	1,580	4,500
Moore C of Art and Design	10,000	11,900	0
Moravian C	11,660	12,698	0
Mount Aloysius JC	6,400	6,820	0
Muhlenberg C	14,015	15,115	0
National Ed Ctr Vale Tech Inst	5,135	5,333	0
Neumann C	7,560	8,390	0
Northampton Co Area CC	1,560	1,650	3,450
Northeastern Christian JC	5,658	5,958	0
Penn Tech Inst	5,780	6,250	0
Pennsylvania Inst of Tech	6,063	8,304	0
Pa St Sys of Higher Ed			
Bloomsburg U of Pa	2,518	2,968	2,264
California U of Pa	2,648	3,128	2,264
Cheyney U of Pa	2,488	2,838	2,264
Clarion U of Pa	2,728	3,147	2,264
E Stroudsburg U of Pa	2,642	3,088	2,264
Edinboro U of Pa	2,590	3,013	2,264
Indiana U of Pa	2,611	3,054	2,264
Kutztown U of Pa	2,552	3,018	2,264
Lock Haven U of Pa	2,588	3,020	2,264
Mansfield U of Pa	2,628	2,947	2,264
Millersville U of Pa	2,636	3,100	2,264
Shippensburg U of Pa	2,694	3,108	2,264
Slippery Rock U of Pa	2,668	2,912	2,264
West Chester U of Pa	2,528	2,918	2,264
Pennsylvania St U			
Allentown	3,922	4,264	4,924
Altoona	3,922	4,264	4,924
Beaver	3,922	4,264	4,924
Berks	3,922	4,264	4,924
Delaware County	3,922	4,264	4,924
Du Bois	3,922	4,264	4,924
Erie Behrend C	4,048	4,402	4,786
Fayette	3,922	4,264	4,924
Harrisburg-Capital C	4,048	4,402	4,786
Hazleton	3,922	4,264	4,924
McKeesport	3,922	4,264	4,924
Mont Alto	3,922	4,264	4,924
New Kensington	3,922	4,264	4,924
Ogontz	3,922	4,264	4,924
Schuylkill	3,922	4,264	4,924
Shenango	3,922	4,264	4,924
U Park	4,048	4,402	4,786
Wilkes-Barre	3,922	4,264	4,924
Worthington-Scranton	3,922	4,264	4,924
York	3,922	4,264	4,924
Philadelphia C of Bible	5,870	6,245	0
Philadelphia C of Pharmacy and Science	8,580	9,300	0
Philadelphia C of Textiles and Science	8,866	9,736	0
Pinebrook JC	5,150	6,096	0
Pittsburgh Inst of Mortuary Science	n/a	7,660	0
Pittsburgh Tech Inst	14,000	15,730	0
Point Park C	7,122	8,022	0
Reading Area CC	1,440	1,560	3,000
Robert Morris C	4,790	5,400	0
Rosemont C	8,610	9,510	0
Saint Charles Borromeo Sem	4,500	4,500	0
Saint Francis C	8,758	9,596	0
Saint Joseph's U	9,600	10,000	0
Saint Vincent C	8,339	8,990	0
Seton Hill C	8,200	9,000	0
Spring Garden C	8,060	8,480	0
Susquehanna U	13,120	13,950	0
Swarthmore C	15,490	16,640	0
Temple U	4,354	4,756	3,940
Thaddeus Stevens St Sch of Tech	3,260	3,400	0
Thiel C	8,460	9,417	0
Thomas Jefferson U	10,600	11,500	0
Triangle Tech Greensburg	5,112	5,638	0
Triangle Tech Pittsburgh	5,453	5,705	0
U of the Arts	10,070	10,775	0
U of Pennsylvania	14,890	15,894	0
U of Pittsburgh			
Main campus	4,314	4,666	4,850
Bradford	4,298	4,665	4,850
Greensburg	4,278	4,630	4,850
Johnstown	4,262	4,656	4,850
Titusville	4,190	4,327	4,658
U of Scranton	8,756	9,090	0
Ursinus C	11,520	12,530	0
Villanova U	10,850	12,150	0
Washington & Jefferson C	11,750	12,850	0
Westminster C	9,620	10,580	0
Westmoreland County CC	1,193	1,193	2,490
Widener U	9,700	10,500	0
Wilkes U	8,475	9,275	0
Wilson C	10,076	10,562	0
York C	4,196	4,448	0
RHODE ISLAND			
Brown U	$15,871	$16,860	$0
Bryant C	9,895	10,993	0
CC of Rhode Island	1,100	1,368	1,482
Johnson & Wales U	7,860	8,517	0
New England Inst Tech	7,830	7,980	0
Providence C	11,020	12,065	0
Rhode Island C	1,950	2,297	3,306
Rhode Island Sch of Design	13,210	14,121	0
Roger Williams C	9,765	10,560	0
Salve Regina C	10,660	11,950	0
U of Rhode Island	2,747	3,140	5,352

	1990-91	1991-92	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
SOUTH CAROLINA			
Aiken Tech C	$600	$570	$285
Allen U	3,720	3,720	0
Anderson C	5,500	5,850	0
Benedict C	4,571	4,884	0
Bob Jones U	3,520	3,880	0
Central Wesleyan C	6,500	7,090	0
Charleston Southern U	6,124	6,522	0
Chesterfield-Marlboro Tech C	744	675	300
Claflin C	4,018	4,189	0
Clemson U	2,470	2,645	4,398
Clinton JC	1,220	1,220	0
Coker C	7,715	8,349	0
C of Charleston*	2,300	2,300	2,250
Columbia Bible C and Sem	4,620	5,085	0
Columbia C	7,995	8,725	0
Columbia JC of Business	2,585	2,935	0
Converse C	9,875	10,368	0
Denmark Tech C	1,000	1,100	1,200
Erskine C	8,760	9,650	0
Florence-Darlington Tech C	760	910	375
Francis Marion C	1,800	2,140	2,140
Furman U	9,874	10,827	0
Greenville Tech C	672	756	537
Horry-Georgetown Tech C	750	900	900
Lander C	2,390	2,620	1,120
Limestone C	6,154	6,464	0
Midlands Tech C	750	900	900
Morris C	3,717	3,939	0
Newberry C	7,000	7,400	0
Nielsen Electronics Inst	3,000	3,000	0
North Greenville C	5,600	5,900	0
Orangeburg-Calhoun Tech C	600	675	375
Phillips JC Columbia	4,498	4,165	0
Phillips JC Greenville	4,498	4,600	0
Phillips JC N Charleston	4,498	4,498	0
Phillips JC Spartanburg	4,498	4,498	0
Piedmont Tech C	750	894	606
Presbyterian C	9,580	10,326	0
Spartanburg Methodist C	5,100	5,400	0
Spartanburg Tech C	540	600	600
Sumter Area Tech C	659	725	465
Tech C of the Lowcountry	750	855	375
Tri-County Tech C	675	750	738
Trident Tech C	780	825	708
U of South Carolina			
Columbia	2,560	2,686	4,030
Aiken	1,800	1,950	2,924
Beaufort	1,164	1,164	1,836
Coastal Carolina	1,920	2,020	3,030
Lancaster	1,164	1,164	1,836
Salkehatchie	1,164	1,164	1,836
Sumter	1,164	1,164	1,836
Union	1,164	1,164	1,836
Voorhees C	3,338	3,340	0
Williamsburg Tech C	800	800	0
Winthrop C	2,326	2,826	2,212
Wofford C	9,015	9,790	0
York Tech C	495	615	615
SOUTH DAKOTA			
Augustana C	$8,640	$9,330	$0
Dakota Wesleyan U	5,900	6,250	0
Huron U	5,775	6,150	0
Mitchell Voc-Tech Inst	n/a	1,833	0
Mount Marty C	6,215	6,590	0
National C*	5,760	5,760	0
Oglala Lakota C	1,550	1,590	0
Presentation C	5,180	5,740	0
Sinte Gleska C	1,580	1,580	0
Sioux Falls C	6,900	7,496	0
Sisseton-Wahpeton CC	2,070	2,070	0
SD St Bd of Regents Sys			
U of South Dakota	1,869	1,978	1,607
South Dakota St U	1,824	1,935	1,607
Black Hills St U	1,712	1,772	1,362
Dakota St U	1,712	1,918	0
Northern St U	1,671	1,791	1,362
SD Sch of Mines & Tech	1,899	2,122	1,607
Southeast Voc-Tech Inst	n/a	1,550	0
West Dakota Voc-Tech Inst	2,040	2,040	0
TENNESSEE			
American Baptist C of ABT Sem	$2,000	$2,000	$0
Aquinas JC	3,090	3,615	0
Belmont C	5,250	5,900	0
Bethel C	4,100	4,350	0
Bristol U	4,950	5,450	0
Carson-Newman C	6,000	6,670	0
Christian Brothers U	6,960	7,640	0
Crichton C	3,896	3,896	0
Cumberland U	4,400	4,400	0
David Lipscomb U	4,875	5,670	0
Draughons JC Johnson City	4,407	4,407	0
Draughons JC Memphis	5,696	5,696	0
Draughons JC Nashville	3,830	3,830	0
Fisk U	4,950	5,010	0
Free Will Baptist Bible C	2,936	3,174	0
Freed-Hardeman U	4,640	5,080	0
Hiwassee C	3,400	3,800	0
John A Gupton C	5,789	6,263	0
Johnson Bible C	3,050	3,350	0
King C	5,550	6,650	0
Knoxville Business C	3,600	4,500	0
Knoxville C	5,190	5,200	0
Lane C	4,187	4,357	0
Lee C	4,070	4,379	0
Lemoyne-Owen C	3,600	3,650	0
Lincoln Memorial U	4,300	4,780	0
Martin Methodist C	4,200	4,500	0
Maryville C	7,750	8,400	0
McKenzie C	3,650	4,000	0
Memphis C of Art	7,540	8,180	0
Mid-America Baptist Theol Sem	n/a	800	0
Milligan C	6,196	6,712	0
O'More C of Design	5,680	5,935	0
Phillips JC Memphis	4,448	4,448	0
Rhodes C	11,628	12,958	0
Southern C of Seventh-Day Adventists	6,650	7,100	0
St U & CC Sys of Tenn			
Austin Peay St U	1,442	1,628	3,364

	1990-91	1991-92	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
TENNESSEE—Continued			
St U & CC Sys of Tenn, cont.			
East Tennessee St U	$1,396	$1,456	$3,364
Memphis St U	1,564	1,636	3,364
Middle Tennessee St U	1,348	1,456	3,364
Tennessee St U	1,396	1,466	3,364
Tennessee Tech U	1,430	1,536	3,364
Chattanooga St Tech CC	844	860	2,430
Cleveland St CC	848	848	2,430
Dyersburg St CC	850	856	2,430
Jackson St CC	850	856	2,430
Motlow St CC	854	862	2,430
Nashville St Tech Inst	848	848	2,430
Northeast St Tech CC	850	850	2,430
Pellissippi St Tech CC	850	884	2,430
Roane St CC	848	854	2,430
Shelby St CC	846	846	2,430
St Tech Inst Memphis	842	842	2,430
Volunteer St CC	850	850	2,430
Walters St CC	850	850	2,430
Tennessee Temple U	3,870	3,970	0
Tennessee Wesleyan C	5,066	5,564	0
Tomlinson C	3,400	3,640	0
Trevecca Nazarene C	5,136	5,380	0
Tusculum C	5,540	6,000	0
Union U	4,285	4,550	0
U of Tennessee			
Chattanooga	1,488	1,558	3,364
Knoxville	1,712	1,788	3,364
Martin	1,546	1,620	3,364
Memphis	1,486	1,576	3,364
U of the South	12,730	13,505	0
Vanderbilt U	14,474	15,234	0
William Jennings Bryan C	5,770	6,370	0
TEXAS			
Abilene Christian U	$6,060	$6,600	$0
Alamo CC Dist			
Palo Alto C	500	500	780
St Philip's C	480	480	780
San Antonio C	435	522	964
Alvin CC	360	360	900
Amarillo C	479	479	1,207
Amber U	3,150	3,750	0
Angelina C	492	562	290
Angelo St U	975	1,070	3,240
Arlington Baptist C	2,300	2,450	0
Austin C	8,735	9,465	0
Austin CC	680	680	2,520
Baptist Missionary Association Theol Sem	n/a	1,110	0
Bauder Fashion C	5,690	5,690	0
Bay Ridge Christian C	n/a	1,800	0
Baylor C of Dentistry	1,415	1,425	0
Baylor U	5,620	6,110	0
Bee County C*	297	356	3,300
Blinn C	670	760	1,500
Brazosport C	250	460	1,650
Central Texas C*	408	408	870
Cisco JC	530	530	400
Clarendon C	410	560	90
C of the Mainland	186	186	600
Collin County CC	450	504	1,176
Commonwealth Inst of Funeral Service	n/a	4,900	0
Concordia Lutheran C	5,490	6,090	0
Cooke County C	435	440	390
Criswell C*	2,650	2,650	0
Dallas Baptist U	5,650	6,070	0
Dallas Christian C	2,350	2,520	0
Dallas County CC Dist			
Brookhaven C	364	450	1,470
Cedar Valley C	364	450	1,470
Eastfield C	304	450	1,470
El Centro C	364	450	1,470
Mountain View C	364	450	1,470
North Lake C	364	450	1,470
Richland C	364	450	1,470
Del Mar C	480	480	900
DeVry Inst of Tech	4,745	5,015	1,902
East Texas Baptist U	4,050	4,350	0
East Texas St U	930	1,102	3,240
East Texas St U Texarkana	840	930	3,240
El Paso CC	532	532	1,372
Frank Phillips C	430	598	128
Galveston C	408	522	438
Grayson County C	510	613	1,144
Hardin-Simmons U	5,432	6,050	0
Hill C*	615	615	200
Houston Baptist U	6,975	8,175	0
Houston CC	750	840	1,710
Howard C	468	468	500
Howard Payne U	3,950	4,162	0
Huston-Tillotson C	n/a	4,440	0
Incarnate Word C	6,700	7,200	0
Inst for Christian Studies	910	910	0
ITT Tech Inst Arlington	6,875	6,922	0
Jacksonville C	2,475	2,520	0
Jarvis Christian C*	3,621	3,522	0
Kilgore C	330	330	480
Lamar U	1,040	1,080	3,240
Laredo JC	570	570	1,560
Lee C	390	390	900
LeTourneau U	6,802	7,350	0
Lon Morris C	3,694	4,004	0
Lubbock Christian U	6,020	6,020	0
McLennan CC	460	460	1,980
Midland C	457	457	550
Midwestern St U	1,065	1,110	3,240
Miss Wade's Fashion Merchandising C	4,515	4,515	0
Navarro C	680	680	156
North Harris County C	320	324	660
Northeast Texas CC	570	570	760
Northwood Inst	7,545	8,190	0
Odessa C	457	457	273
Our Lady of Lake U	5,992	6,586	0
Paris JC	2,070	2,070	5,250
Paul Quinn C	3,635	3,635	0
Ranger JC	540	540	240
Rice U	7,150	8,017	0
Sam Houston St U	1,000	1,060	3,240
San Antonio Art Inst	n/a	8,840	0
San Jacinto C Dist			
Central	310	310	960
North	310	334	1,024
Schreiner C	6,875	7,425	0

	1990-91	1991-92	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
TEXAS—Continued			
South Plains C	$500	$560	$540
Southern Methodist U	10,816	11,768	0
Southwest Texas JC	534	650	1,248
Southwest Texas St U	1,042	1,122	3,240
Southwestern Adventist C	6,552	6,872	0
Southwestern Assemblies of God C	3,540	2,900	0
Southwestern Christian C	3,028	3,640	0
Southwestern U	8,500	9,400	0
St Edward's U	7,184	7,764	0
St Mary's U	6,690	7,320	0
Stephen F Austin St U	910	825	3,240
Sul Ross St U	985	1,124	3,240
Tarrant County JC	330	330	3,300
Texarkana C	480	480	440
Texas A&M U Sys			
Corpus Christi St U	910	1,020	3,240
Laredo St U	870	930	3,240
Prairie View A&M U	931	1,148	3,240
Tarleton St U	1,220	1,260	3,240
Texas A&I U	910	970	3,240
Texas A&M U	1,256	1,324	3,240
Texas A&M U Galveston	915	1,225	3,240
Texas Christian U	7,696	8,130	0
Texas C	3,605	3,605	0
Texas Lutheran C	5,870	6,390	0
Texas Southern U	944	1,030	3,240
Texas Southmost C	601	601	1,680
Texas St Tech Inst Sys			
Amarillo	771	1,086	2,970
Harlingen	900	1,086	2,970
Sweetwater	798	1,086	2,970
Waco	630	1,086	2,970
Texas Tech U	1,131	1,198	3,240
Texas Wesleyan U	5,600	5,600	0
Texas Woman's U	1,064	1,184	3,240
Trinity U	9,676	10,340	0
Trinity Valley CC	336	336	1,560
U of Central Texas*	3,660	3,660	0
U of Dallas	7,900	8,600	0
U of Houston			
Clear Lake	1,030	1,200	3,240
Downtown	1,010	1,200	3,240
U Park	990	1,100	3,240
Victoria	960	1,040	3,240
U of Mary Hardin-Baylor	4,450	4,450	0
U of North Texas	1,036	1,096	3,240
U of Saint Thomas	6,170	6,830	0
U of Texas			
Arlington	994	1,060	3,240
Austin	1,020	1,100	3,240
Dallas	950	1,010	3,240
El Paso	925	990	3,240
San Antonio	988	1,290	3,240
Tyler	980	1,032	3,240
Health Science Ctr Houston	830	890	3,240
Health Science Ctr San Antonio	660	733	3,240
Med Branch Galveston	711	771	3,240
Pan American	1,080	918	3,240
Permian Basin	876	1,005	3,240
Southwestern Med Ctr	760	825	3,240
Vernon Regional JC	400	680	150
Victoria C	390	390	810
Wayland Baptist U	4,137	4,137	0
West Texas St U	968	1,010	3,240
Western Texas C	540	690	300
Wharton County JC	690	990	900
Wiley C	3,946	3,946	0
UTAH			
Brigham Young U	$1,900	$2,000	$0
Latter-Day Saints Business C	1,715	1,790	0
Phillips JC*	8,440	9,450	0
Stevens-Henager C of Business	6,600	7,500	0
Utah Higher Education Sys			
U of Utah	1,884	1,982	3,637
Utah St U	1,596	1,686	2,982
Southern Utah U	1,350	1,410	2,367
Weber St U	1,398	1,458	2,496
C of Eastern Utah	1,005	1,043	1,772
Dixie C	1,156	1,186	2,050
Salt Lake CC	1,239	1,281	2,277
Snow C	1,005	1,035	1,740
Utah Valley CC	1,194	1,239	2,187
VERMONT			
Bennington C	$17,790	$19,400	$0
Burlington C	6,030	6,885	0
Champlain C	6,510	6,995	0
C of Saint Joseph	6,570	7,050	0
Goddard C	11,420	12,330	0
Green Mountain C	7,495	7,890	0
Landmark C	19,650	20,100	0
Marlboro C	14,330	15,390	0
New England Culinary Inst	12,128	12,875	0
Norwich U	11,800	12,214	0
Saint Michael's C	10,550	11,265	0
Sch for International Training	9,007	9,820	0
Southern Vermont C	6,480	7,430	0
Sterling C	9,980	10,480	0
Trinity C	8,770	9,470	0
U of Vermont	4,590	5,312	8,600
Vermont St C's Sys			
Castleton St C	2,730	3,320	3,624
CC of Vermont	2,010	2,190	2,130
Johnson St C	3,060	3,450	3,624
Lyndon St C	3,070	3,334	3,624
Vermont Tech C	3,670	3,910	3,384
VIRGINIA			
Averett C	$7,900	$8,750	$0
Bluefield C	4,920	5,400	0
Bridgewater C	8,520	9,195	0
Christendom C	7,250	7,650	0
Christopher Newport C	2,010	2,325	2,840
C of Health Sciences	2,088	2,328	0
C of William and Mary	3,396	3,770	6,728
Richard Bland C	1,260	1,430	2,700
Commonwealth C	4,780	5,260	0

Continued on Following Page

FACT FILE: 1991-92 Tuition and Fees at More Than 2,900 Colleges and Universities—Continued

	1990-91	1991-92	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
VIRGINIA—Continued			
Eastern Mennonite C	$6,910	$7,900	$0
Emory and Henry C	6,800	7,270	0
Ferrum C	6,900	7,400	0
George Mason U	2,496	2,988	4,476
Hampden-Sydney C	11,017	11,316	0
Hampton U	6,263	6,550	0
Hollins C	10,810	11,799	0
James Madison U	3,062	3,298	3,352
Liberty U	5,250	5,880	0
Longwood C	2,880	3,190	3,600
Lynchburg C	9,600	10,330	0
Mary Baldwin C	8,625	9,165	0
Mary Washington C	2,362	2,618	3,458
Marymount U	9,072	9,707	0
National Business C	3,252	4,326	0
Norfolk St U	2,180	2,330	2,830
Old Dominion U	2,510	2,848	3,400
Radford U	2,178	2,430	1,866
Randolph-Macon C	10,030	10,810	0
Randolph-Macon Woman's C	10,860	11,680	0
Roanoke C	10,200	11,250	0
Saint Paul's C	4,556	4,806	0
Shenandoah U	7,400	7,900	0
Strayer C	4,500	4,950	0
Sweet Briar C	11,710	12,625	0
U of Richmond	10,850	11,695	0
U of Virginia	2,966	3,354	6,210
Clinch Valley C	2,056	2,300	1,960
Virginia Commonwealth U	2,719	3,069	5,210
Virginia CC Sys			
Blue Ridge CC	863	1,058	3,210
Central Virginia CC	858	1,050	3,210
Dabney S Lancaster CC	$870	$1,062	$3,210
Danville CC	862	1,054	3,210
Eastern Shore CC	873	1,065	3,210
Germanna CC	867	1,059	3,210
J Sargeant Reynolds CC	858	1,050	3,210
John Tyler CC	858	1,050	3,210
Lord Fairfax CC	874	1,066	3,210
Mountain Empire CC	875	1,050	3,210
New River CC	882	1,074	3,210
Northern Virginia CC	858	1,050	3,210
Patrick Henry CC	864	1,056	3,210
Paul D Camp CC	858	1,050	3,210
Piedmont Virginia CC	868	1,060	3,210
Rappahannock CC	870	1,062	3,210
Southside Virginia CC	864	1,056	3,210
Southwest Virginia CC	863	1,060	3,210
Thomas Nelson CC	866	1,063	3,210
Tidewater CC	858	1,050	3,210
Virginia Highlands CC	858	1,050	3,210
Virginia Western CC	862	1,054	3,210
Virginia Intermont C	5,980	6,570	0
Virginia Military Inst	3,650	4,325	5,540
Va Polytech Inst & St U	2,846	3,304	4,848
Virginia St U	2,768	2,668	3,240
Virginia Union U	5,840	6,142	0
Virginia Wesleyan C	8,100	8,790	0
Washington and Lee U	10,970	11,695	0
Wytheville CC	873	1,065	3,210
WASHINGTON			
Antioch U Seattle	$7,050	$7,575	$0
Art Inst of Seattle	7,555	7,555	0
Bellevue CC	$912	$990	$2,772
Big Bend CC	867	945	2,772
Central Washington U	1,674	1,698	4,272
Centralia C	867	951	2,772
City U	5,355	6,030	0
Clark C	920	998	2,772
Cogswell C North	6,480	6,480	0
Columbia Basin C	891	969	2,772
Cornish C of the Arts	7,479	7,479	0
Eastern Washington U	1,611	1,698	4,272
Edmonds CC	903	975	2,772
Everett CC	864	945	2,772
Evergreen St C	1,611	1,698	4,272
Gonzaga U	9,535	10,335	0
Grays Harbor C	867	945	2,772
Green River CC	890	960	2,772
Griffin C	6,400	6,400	0
Heritage C	4,450	4,450	0
Highline CC	867	945	2,772
Lower Columbia C	867	973	2,772
Lutheran Bible Inst of Seattle	2,410	2,440	0
Northwest C of the Assemblies God	5,385	5,816	0
Northwest Indian C	867	843	2,535
Olympic C	867	945	2,772
Pacific Lutheran U	10,449	11,075	0
Peninsula C	853	945	2,772
Pierce C	897	975	2,772
Puget Sound Christian C	4,050	4,605	0
Seattle CC Dist			
North Seattle CC	867	930	2,772
Seattle CC Dist, cont.			
Seattle Central CC	$861	$1,111	$2,772
South Seattle CC	1,017	930	2,772
Seattle Pacific U	9,888	10,581	0
Seattle U	9,990	10,710	0
Shoreline CC	858	939	2,772
Skagit Valley C	867	945	2,772
South Puget Sound CC	867	945	2,772
Tacoma CC	882	968	2,772
U of Puget Sound	11,420	12,690	0
U of Washington*	1,941	2,178	3,970
Walla Walla C	8,470	9,083	0
Walla Walla CC	867	975	2,772
Washington St CC Dist			
Spokane CC	867	945	2,772
Spokane Falls CC	867	945	2,772
Washington St U	1,953	2,178	3,897
Wenatchee Valley C*	867	951	2,772
Western Washington U	1,611	1,698	4,272
Whatcom CC	843	930	2,772
Whitman C	12,016	13,210	0
Whitworth C	9,615	10,415	0
Yakima Valley CC	897	975	2,772
WEST VIRGINIA			
Alderson-Broaddus C	$7,950	$8,666	$0
Appalachian Bible C	3,390	3,640	0
Beckley C	2,220	2,520	0
Bethany C	10,915	11,988	0
Davis and Elkins C	7,200	7,710	0
Huntington JC of Business	3,375	3,375	0
National Ed Ctr National Inst of Tech	5,160	5,280	0
Ohio Valley C	4,650	4,824	0
Salem-Teikyo U	6,740	6,280	0
St C Sys of West Virginia			
Bluefield St C	1,316	1,454	1,970
Concord C	1,416	1,602	2,020
Fairmont St C	1,360	1,424	2,030
Glenville St C	1,280	1,480	1,970
Shepherd C	1,494	1,894	2,420
West Liberty St C	1,320	1,500	1,970
WVa Inst of Tech	1,422	1,680	2,070
West Virginia St C	1,432	1,578	2,110
Southern WVa CC	844	914	1,764
WVa Northern CC	942	1,014	1,872
U of Charleston	7,350	7,950	0
U of West Virginia Sys			
Marshall U	1,538	1,600	2,442
West Virginia U	1,777	1,850	3,168
Potomac St C	1,256	1,350	2,420
WVa U Parkersburg	760	792	1,852
West Virginia Wesleyan C	10,930	11,830	0
Wheeling Jesuit C	7,970	8,550	0
WISCONSIN			
Alverno C	$6,390	$6,792	$0
Bellin C of Nursing	5,622	6,022	0
Beloit C	11,994	13,050	0
Blackhawk Tech C	1,136	1,210	8,040
Cardinal Stritch C	6,540	6,960	0
Carroll C	10,260	11,068	0
Carthage C	9,550	10,640	0
Chippewa Valley Tech C	1,206	1,270	8,040
Columbia C of Nursing	10,260	11,068	0
Concordia U	6,700	7,400	0
Edgewood C	6,500	6,990	0
Fox Valley Tech C	1,213	1,280	8,040
Gateway Tech C	1,226	1,290	8,040
Lakeland C	7,445	8,050	0
Lakeshore Tech C	1,325	1,440	8,040
Lawrence U	13,710	14,685	0
Madison Area Tech C	1,106	1,280	8,040
Madison Business C	3,115	3,925	0
Maranatha Baptist Bible C	3,400	4,150	0
Marian C of Fond du Lac	6,950	7,550	0
Marquette U	8,284	9,034	0
Mid-State Tech C	1,200	1,290	8,040
Milwaukee Area Tech C	1,325	1,358	8,040
Milwaukee Inst of Art and Design	7,120	7,660	0
Milwaukee Sch of Engineering	8,400	9,150	0
Moraine Park Tech C	1,151	1,215	8,040
Mount Mary C	6,150	6,950	0
Mount Senario C	6,040	6,350	0
Nicolet Area Tech C	1,106	1,263	8,040
Northcentral Tech C	1,299	1,316	8,040
Northeast Wis Tech C	1,326	1,375	8,040
Northland C	$7,510	$8,380	$0
Northwestern C	3,023	3,174	0
Ripon C	12,086	12,900	0
Saint Norbert C	9,515	10,225	0
Silver Lake C	6,500	7,480	0
Southwest Wis Tech C	1,226	1,270	8,040
Stratton C	5,400	5,470	0
U of Wisconsin			
Eau Claire	1,760	1,833	3,854
Green Bay	1,753	1,805	3,854
La Crosse	1,773	1,860	3,854
Madison	2,107	2,186	4,981
Milwaukee	2,156	2,230	4,868
Oshkosh	1,764	1,820	3,854
Parkside	1,780	1,862	3,854
Platteville	1,797	1,856	3,854
River Falls	1,771	1,831	3,854
Stevens Point	1,813	1,884	3,854
Stout	1,793	1,884	3,854
Superior	1,753	1,805	3,854
Whitewater	1,810	1,887	3,854
Ctr Baraboo Sauk Co	1,348	1,407	3,207
Ctr Barron County	1,421	1,463	3,207
Ctr Fond du Lac	1,401	1,446	3,207
Ctr Fox Valley	1,384	1,442	3,207
Ctr Manitowoc County	1,354	1,433	3,207
Ctr Marathon County	1,361	1,599	3,207
Ctr Marinette County	1,363	1,461	3,207
Ctr Marshfield Wood Co	1,396	1,460	3,207
Ctr Richland	1,473	1,532	3,207
Ctr Rock County	1,357	1,408	3,207
Ctr Sheboygan County	1,364	1,414	3,207
Ctr Washington County	1,389	1,458	3,207
Ctr Waukesha County	1,361	1,410	3,207
Viterbo C	7,260	7,960	0
Waukesha County Tech C	1,256	1,320	8,040
Western Wisconsin Tech C	1,240	1,375	8,040
Wis Indianhead Tech C	1,162	1,229	8,040
Wisconsin Lutheran C	6,860	7,578	0
Wis Sch of Electronics	5,370	5,520	0
WYOMING			
Casper C	$652	$672	$556
Central Wyoming C	652	724	556
Eastern Wyoming C	592	626	556
Laramie County CC	640	664	556
Northwest C	736	808	556
Sheridan C	640	688	556
U of Wyoming	1,200	1,293	2,804
Western Wyoming CC	622	676	616
PUERTO RICO			
American U of Puerto Rico	$2,000	$2,100	$0
Ana G Mendez Sys Ed Fdn			
Puerto Rico JC	2,650	2,650	0
U Metropolitana	2,342	2,642	0
U Turabo	2,670	2,670	0
Bayamon Central U	2,200	2,200	0
Caribbean U	2,355	2,400	0
Catholic U of Puerto Rico	2,457	2,457	0
Columbia C	2,550	3,150	0
Conservatory of Music of Puerto Rico	150	450	0
Electronic Data Processing C	2,529	2,529	0
Huertas JC	2,758	2,985	0
ICPR JC	2,343	2,523	0
Inst Tech Comercial JC	2,380	2,380	0
Inter American U of PR			
Arecibo	2,370	2,568	0
San German	2,500	2,500	0
Ramirez C of Business and Tech	2,495	2,833	0
Tech C of the Municipality of San Juan	620	620	0
U Adventista de las Antillas	2,384	2,470	0
U Politech of Puerto Rico	2,740	2,920	0
U of Puerto Rico			
Aguadilla	492	670	0
Arecibo	492	760	0
Bayamon Tech U C	492	760	0
Carolina	717	670	0
Cayey U C	492	760	0
Humacao U C	492	760	0
La Montana	492	670	0
Mayaguez	492	760	0
Med Sciences	717	760	0
Ponce Tech U C	492	760	0
Rio Piedras	492	760	0
U of the Sacred Heart	2,650	2,650	0

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Little Study Reported by Top High-Schoolers

LAKE FOREST, ILL.

More than half of the country's high-achieving high-school students study one hour a day or less, and only 21 per cent study 11 hours or more a week, according to a survey of top students by the publisher of *Who's Who Among American High School Students*.

The book, published annually, lists 700,000 high-school students based on their academic records and after-school activities. The publisher of *Who's Who* sent questionnaires for the 1991 survey to 5,000 of those students, and 1,879 responded. Three-fourths of the students who answered maintain A averages and the rest have B averages.

The survey asked students a range of questions about their education, personal lives, and career aspirations.

- Sixty-eight per cent of the students said that teachers knew their subject matter, but only 36 per cent said teachers knew how to teach.
- Twenty-six per cent said they had had sex, nearly half before age 16. Sixty-two per cent of those who said that they were sexually active said they used condoms regularly.
- Eighty-one per cent expect to do better than their parents financially. Seventy-one per cent expect to earn between $30,000 and $75,000 within 10 years of completing their education.
- One in five plans a medical career, and 10 per cent plan to go into engineering.

—SUSAN DODGE

Dispatch Case

Copies of the archives of the Republic of Russia may soon be available for scholars to use in the United States.

In August, the government of the Russian Republic called for an international commission to recommend how the archives could be preserved and made available. Last month, Russian President Boris Yeltsin asked the American Enterprise Institute in Washington to organize the group.

Representatives from the institute; the Hoover Institution on War, Revolution and Peace at Stanford University; and Radio Free Europe–Radio Liberty returned from Moscow this month, and are expected to report in the next several weeks on plans to make copies of the archival records available simultaneously in Russia and in the United States.

A scholar at the American Enterprise Institute said the bulk of the records the committee had evaluated were files of the Communist Party of the Soviet Union. He said the files were much better preserved and organized than many Western scholars had expected.

■

Soviet immigration is expanding Israel's student population less quickly than had been predicted one year ago, according to the Council of Higher Education, the country's accrediting body.

While lacking final figures on the academic year that began this month, the council's statistician, Shlomo Herkowitz, forecasts that there will be 4,000 more students this year than last, for a total of about 75,000 students in degree programs. Last year the council predicted that the immigration of a million Soviet Jews over the next five years would increase the student population by 50 per cent.

Mr. Herkowitz said the slow growth was due to two factors: the general slowdown in the pace of Soviet immigration and the fact that more immigrants than expected were delaying their university studies or entering preparatory or remedial programs.

■

The government of Iraq has reportedly reduced sharply the amount of compulsory military service required of those who hold advanced degrees.

Reports carried by military newspapers in Iraq said the governing Revolutionary Command Council had passed a law that was then decreed by President Saddam Hussein. It reduced to four months the two-year service requirement for those with master's degrees and doctorates.

All Iraqi men between the ages of 18 and 26 must serve in the country's armed forces.

The step is seen as an effort to make more highly skilled Iraqis available to work on the country's struggling efforts to rebuild after the Persian Gulf war.

International

Surge of Students From Asia and Eastern Europe Lifts Foreign Enrollments in U.S. to Record 407,500

5.3% increase reported for 1990-91; Asian influx, mainly Chinese, accounts for 56% of total

By SUSAN DODGE

With a surge from Asia and Eastern Europe, a record number of foreign students attended U.S. colleges and universities in 1990-91.

According to the Institute of International Education, 407,500 students from foreign countries attended U.S. institutions last year, a 5.3-per-cent increase over the previous year's total of 386,900.

The figures were released last week by the institute, which conducts an annual survey of foreign students on 2,879 U.S. campuses.

Asian students made up 56 per cent of the total number of foreign students in the United States in 1990-91. The total of 229,830 was a 10.4-per-cent increase over the preceding year. All of the top five places of origin of foreign students last year were in Asia. China led all countries, with 39,600 students in the United States, an 18.6-per-cent increase over the year before. Japan sent 36,610 students, a 22.7-per-cent increase; Taiwan, 33,530, an 8.3-per-cent increase; India, 28,860, a 10-per-cent increase; and Korea, 23,360 students, a 7.6-per-cent increase.

"The U.S. higher-education system continues to perform well as an export," said Richard Krasno, president and chief executive officer of the institute. Foreign students, he said, are "exposing our students to different cultures and establishing international links among future business leaders of the U.S. and their international counterparts."

Marianthi Zikopoulos, the institute's research director, said the continuing increase in the number of students from China was somewhat surprising, considering that the Chinese government in 1989 imposed new restrictions on overseas study. China now requires students to work for five years after college before they may attend graduate schools in the United States, but those who have relatives in the United States do not have to meet that requirement.

Help From Relatives

"It's possible that the Chinese government isn't enforcing these policies very strictly. More students might also be paying their own way with help from relatives in this country," Ms. Zikopoulos said.

Political changes in Eastern Europe and the Soviet Union allowed more students from those countries to take part in study-abroad programs. The number from Eastern Europe and the Soviet Union grew to 4,800, a 42-per-cent increase over the year before.

Unlike many international students who receive scholarships from their governments when they study abroad, those from Eastern Europe typically are sponsored by U.S. colleges and universities and international exchange programs, said Ms. Zikopoulos.

The number of students from Western

Continued on Page A41

Report on Canadian Higher Education Calls for More Emphasis on Teaching

By JENNIFER LEWINGTON

OTTAWA

The doctor has written his prescription for what ails Canadian universities, but no one is rushing to take his medicine.

Stuart Smith, a psychiatrist and former chairman of the Science Council of Canada, was hired a year ago to examine the quality of postsecondary education in this country. In the final report of his one-man inquiry, issued this month, he concluded that teaching had taken a back seat to research.

"Teaching is seriously undervalued at Canadian universities," he declared, "and nothing less than a total re-commitment to it is required."

Dr. Smith made 63 recommendations on hiring, tenure, and other reforms aimed at making universities more accountable to the public. Many universities said they already were applying many of Dr. Smith's recommended remedies.

Student groups decried his call to increase tuition so that it accounts for a significantly higher proportion of university revenues—to 25 per cent from an average of 17 per cent today. Faculty organizations, while praising the report to some degree, faulted Dr. Smith for playing down the financial crisis in Canadian higher education. Government officials, responding to the report's call for a gradual increase in funds for higher education, said they saw little prospect of immediate action, given the intense fiscal pressure on federal and provincial budgets.

Stable Financial Future Sought

In his 178-page report, Dr. Smith argued that universities must pay far more attention to the role of teaching in order to insure a more stable financial future. "If government officials, employers, or the public at large come to believe, as they apparently already suspect, that the teaching and learning mandate of the universi-

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Yugoslavia's Civil War Curbs Academic Exchanges With United States

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Citizens of Zagreb, capital of the breakaway Yugoslavian republic of Croatia, taking refuge in an air-raid shelter under the city.

By LOUISE BRANSON

BELGRADE

The civil war in Yugoslavia has placed a severe strain on Yugoslav-American academic exchanges, one of the largest such programs supported by the U.S. government.

The first to be affected was the $1.6-million Fulbright program in Yugoslavia, the third-largest after Germany and India. It provides for an exchange of about 100 academics annually between the United States and Yugoslavia, according to Momir Nikić, director of the Binational Fulbright Commission here.

No U.S. Scholars Take Up Posts

While 49 Yugoslav scholars have gone to the United States for the 1991-92 academic year, the war has prevented any American scholars from taking up their positions at Yugoslav universities.

Only one U.S. scholar already doing research in Yugoslavia has extended her

Continued on Following Page

U.S. Enrollments of Foreigners Set Record in 1990-91

Continued From Page A39

Europe increased 5 per cent in 1990-91, to 44,800.

The number of students from the Middle East declined 10.5 per cent in 1990-91, the result of the long-term drop in oil prices, Ms. Zikopoulos said. She said any impact that the Persian Gulf war might have had on students' coming to the United States would not be visible until next year's survey.

Miami-Dade Enrolls Most

The number of students from Latin America declined 1.1 per cent in 1990-91. The number from Africa was down 3.1 per cent.

Miami-Dade Community College again enrolled the largest number of foreign students last year, with 5,757. It was followed by the University of Southern California, with 3,886; the University of Texas at Austin, 3,867; Boston University, 3,633; and the University of Wisconsin at Madison, 3,565.

For the second consecutive year, the most popular field of study for international students was business and management. A total of 79,700 students enrolled in programs in business, an increase of 5 per cent over the previous year. In each of the past two years business has taken the top spot from engineering, which had ranked first for 40 years. Engineering enrolled 73,600 students in 1990-91, about the same as in the year before.

Asian students made up 56 per cent of the total number of foreign students in the United States in 1990-91.

Other popular fields of study were mathematics, computer sciences, and physical and life sciences.

70,727 U.S. Students Abroad

In contrast, U.S. students who studied abroad primarily took courses in liberal arts, social sciences, and foreign languages. The report contained data on U.S. students from 1989-90, the year of the institute's most recent survey of students who received academic credit from U.S. institutions for study abroad.

A total of 70,727 U.S. students studied abroad in academic 1989-90. Of those, 77 per cent were in Europe, 9 per cent in Latin America, 5 per cent in Asia, 3 per cent in the Middle East, and 1 per cent in Africa. Other places, such as Canada and Oceania, attracted fewer than 1 per cent of the U.S. students who studied abroad.

Copies of the 200-page report, "Open Doors, 1990-91," are available for $36.95, plus $3 for shipping and handling, from IIE Books, 809 United Nations Plaza, New York 10017-3580. ■

FACT FILE: Foreign Students in U.S. Institutions, 1990-91

Institutions with largest enrollments

Rank	Institution	Number of foreign students	Proportion of total enrollment
1.	Miami-Dade Community College	5,757	11.2%
2.	University of Southern California	3,886	14.1
3.	University of Texas, Austin	3,867	7.8
4.	Boston University	3,633	13.0
5.	University of Wisconsin, Madison	3,565	8.7
6.	University of Pennsylvania	3,122	15.5
7.	Columbia University	3,077	16.2
8.	Ohio State University, main campus	3,021	5.6
9.	University of Illinois, Urbana-Champaign	2,967	8.5
10.	University of California, Los Angeles	2,921	8.3
11.	University of Minnesota–Twin Cities	2,636	4.9
12.	Southern Illinois University, Carbondale	2,627	10.9
13.	Texas A&M University, main campus	2,497	6.1
14.	University of Maryland, College Park	2,462	7.1
15.	Harvard University	2,409	14.0
16.	University of Houston, University Park	2,406	7.3
17.	Northeastern University	2,385	7.1
18.	George Washington University	2,378	14.1
19.	Purdue University, main campus	2,317	6.3
20.	University of Michigan, Ann Arbor	2,308	6.4
21.	Michigan State University	2,281	5.3
22.	New York University	2,279	6.9
23.	Arizona State University	2,215	5.2
24.	University of California, Berkeley	2,200	7.2
25.	State University of New York, Buffalo	2,195	7.9
26.	Rutgers University	2,192	6.7
27.	Cornell University	2,178	11.6
28.	Iowa State University	2,171	8.4
29.	Indiana University, Bloomington	2,131	6.0
30.	California State University, Los Angeles	2,123	9.8
31.	Massachusetts Institute of Technology	2,103	21.8
32.	Pennsylvania State University, main campus	2,095	5.4
33.	University of Florida	2,053	6.0
34.	University of Hawaii, Manoa	2,017	10.7
35.	Stanford University	2,000	14.9
36.	University of Arizona	1,997	5.6
37.	Temple University	1,960	6.4
38.	University of Iowa	1,925	6.9
39.	University of Missouri, Columbia	1,873	7.5
40.	University of Kansas	1,870	6.5
41.	University of Washington	1,776	5.3
42.	University of Illinois, Chicago	1,743	7.1
43.	Wayne State University	1,740	5.1
44.	University of Massachusetts, Amherst	1,701	6.9
45.	City University of New York, Baruch College	1,681	10.6
46.	New Jersey Institute of Technology	1,669	21.8
47.	University of Miami	1,665	12.0
48.	Oklahoma State University, main campus	1,664	8.6
49.	Northern Virginia Community College	1,645	4.7
50.	Brigham Young University	1,621	5.3
51.	City University of New York, City College	1,598	12.8
52.	Howard University	1,581	14.3
53.	State University of New York, Stony Brook	1,577	10.1
54.	Oregon State University	1,534	9.6
55.	Syracuse University	1,510	9.0
56.	University of Toledo	1,494	6.0
57.	Louisiana State University, Baton Rouge	1,483	5.9
58.	Virginia Polytechnic Institute and State University	1,464	6.2
59.	San Francisco State University	1,459	5.0
60.	University of Pittsburgh	1,454	5.2
61.	University of North Texas	1,431	5.3
62.	American University	1,404	11.9
63.	Santa Monica College	1,360	6.2
64.	California State University, Long Beach	1,353	4.0
65.	Ohio University	1,345	7.7
66.	Texas Southern University	1,313	13.9
67.	University of Oregon, main campus	1,278	7.1
68.	University of Chicago	1,268	11.4
69.	University of the District of Columbia	1,263	10.5
70.	Western Michigan University	1,259	4.7
71.	University of Utah	1,254	5.2
72.	University of Oklahoma, Norman	1,249	6.5
73.	University of Texas, El Paso	1,227	7.4
74.	University of California, San Diego	1,224	6.9
74.	University of Georgia	1,224	4.3
76.	University of California, Davis	1,215	5.1
77.	University of Nebraska, Lincoln	1,201	5.0
77.	Wichita State University	1,201	7.2
79.	University of Texas, Arlington	1,185	4.8
80.	New York Institute of Technology	1,177	10.4

Distribution by field of study

Field of study	1989-90 Number of foreign students	1989-90 Proportion of foreign students	1990-91 Number of foreign students	1990-91 Proportion of foreign students
Agriculture	8,310	2.1%	8,080	2.0%
Allied health	3,860	1.0	3,500	0.9
Architecture & environmental design	5,670	1.5	5,600	1.4
Area & ethnic studies	1,520	0.4	1,350	0.3
Business & management	75,570	19.5	79,670	19.5
Communications	6,040	1.6	6,670	1.6
Communications technologies	570	0.1	410	0.1
Computer & information sciences	27,660	7.2	27,900	6.8
Education	11,210	2.9	12,280	3.0
Engineering	73,420	19.0	73,620	18.0
English language	19,120	5.0	19,300	4.7
Foreign languages	4,080	1.0	4,030	1.0
Health sciences	11,490	3.0	13,060	3.2
Home economics	1,980	0.5	1,980	0.5
Industrial arts	590	0.1	1,190	0.3
Law	2,200	0.6	2,630	0.7
Letters	6,270	1.6	6,300	1.5
Liberal & general studies	15,240	3.9	16,570	4.1
Library & archival sciences	850	0.2	750	0.2
Life sciences	12,610	3.2	14,160	3.5
Mathematics	8,550	2.2	8,940	2.2
Military sciences	140	—	150	—
Military technologies	70	—	0	—
Multi / interdisciplinary studies	1,970	0.5	2,900	0.7
Parks & recreation	230	0.1	260	0.1
Personal & social development	2,540	0.7	2,550	0.6
Philosophy & religion	1,930	0.5	2,040	0.5
Physical sciences	18,850	4.9	19,820	4.9
Protective services	550	0.1	580	0.1
Psychology	3,900	1.0	4,380	1.1
Public affairs	3,260	0.8	2,690	0.7
Science technologies	1,450	0.4	1,300	0.3
Social sciences	19,120	5.0	21,550	5.3
Theology	2,950	0.8	3,470	0.9
Visual & performing arts	11,190	2.9	12,250	3.0
Vocational home economics	280	0.1	320	0.1
Undeclared	21,610	5.6	25,280	6.2
Total	386,850	100.0%	407,530	100.0%

Where they come from

Rank	Country or territory	Students
1.	China	39,600
2.	Japan	36,610
3.	Taiwan	33,530
4.	India	28,860
5.	Republic of Korea	23,360
6.	Canada	18,350
7.	Malaysia	13,610
8.	Hong Kong	12,630
9.	Indonesia	9,520
10.	Pakistan	7,730
11.	United Kingdom	7,300
12.	Thailand	7,090
13.	Germany	7,000
14.	Mexico	6,740
15.	Iran	6,260
16.	France	5,630
17.	Singapore	4,500
18.	Greece	4,360
19.	Jordan	4,320
20.	Spain	4,300
21.	Philippines	4,270
22.	Turkey	4,080
23.	Brazil	3,900
23.	Lebanon	3,900
25.	Nigeria	3,710
26.	Saudi Arabia	3,590
27.	Colombia	3,180
28.	Israel	2,980
29.	Venezuela	2,890
30.	Peru	2,800
31.	Bangladesh	2,530
32.	Jamaica	2,450
33.	Italy	2,390
34.	Kenya	2,360
35.	Norway	2,350
36.	Sri Lanka	2,320
37.	Nicaragua	2,290
38.	Trinidad & Tobago	2,240
39.	South Africa	2,170
40.	Netherlands	2,030
40.	Sweden	2,030
42.	Panama	2,010
43.	Ethiopia	2,000
44.	Argentina	1,910
44.	Australia	1,910
46.	Bahamas	1,850
47.	Egypt	1,780
48.	Cyprus	1,710
49.	Kuwait	1,620
50.	Haiti	1,450
51.	Vietnam	1,400
52.	United Arab Emirates	1,350
53.	Switzerland	1,340
54.	Honduras	1,310
55.	Syria	1,280
56.	Ireland	1,240
56.	Poland	1,240
58.	El Salvador	1,210
58.	U.S.S.R.	1,210
60.	Yugoslavia	1,200
61.	Ecuador	1,130
62.	Chile	1,100
62.	Costa Rica	1,100
62.	Ghana	1,100
65.	Cuba	1,080
66.	Morocco	1,070
67.	Cameroon	1,020

Note: Includes only countries with over 1,000 students in U.S. institutions.

Number of foreign students by state

1.	California 55,168	14.	Washington 7,625	27.	Louisiana 5,040	40.	New Mexico 1,460
2.	New York 40,558	15.	Virginia 7,487	27.	Utah 5,040	41.	North Dakota 1,352
3.	Texas 26,205	16.	Missouri 7,349	29.	Connecticut 4,979	42.	New Hampshire 1,323
4.	Massachusetts 22,320	17.	Iowa 7,079	30.	Alabama 4,806	43.	Idaho 1,225
5.	Florida 20,700	18.	Wisconsin 6,881	31.	Hawaii 4,770	44.	Delaware 1,067
6.	Illinois 17,771	19.	Arizona 6,824	32.	Tennessee 4,317	45.	Maine 1,047
7.	Pennsylvania 17,571	20.	Kansas 6,335	33.	Kentucky 2,705	46.	Nevada 964
8.	Ohio 14,798	21.	Georgia 6,319	34.	South Carolina 2,620	47.	Vermont 847
9.	Michigan 14,366	22.	Oklahoma 6,297	35.	Nebraska 2,232	48.	South Dakota 776
10.	New Jersey 9,889	23.	Oregon 6,192	36.	Mississippi 2,094	49.	Montana 774
11.	District of Columbia 9,709	24.	North Carolina 5,911	37.	Rhode Island 1,883	50.	Wyoming 549
12.	Indiana 8,061	25.	Minnesota 5,882	38.	Arkansas 1,708	51.	Alaska 373
13.	Maryland 7,865	26.	Colorado 5,287	39.	West Virginia 1,653		

SOURCE: INSTITUTE OF INTERNATIONAL EDUCATION